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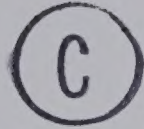




THE UNIVERSITY OF ALBERTA

A DESCRIPTIVE SURVEY OF THE CAREER PATTERNS  
OF PRINCIPALS WITHIN THE EDMONTON  
SEPARATE SCHOOL SYSTEM

by



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A THESIS

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UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Descriptive Survey of the Career Patterns of Principals Within the Edmonton Separate School System" submitted by Thomas Redmond Murphy in partial fulfilment of the requirements for the degree of Master of Education.



## ABSTRACT

The recent expansion of urban school systems has resulted in these organizations becoming more complex. With complexity comes a wide variety of problems, one of which is the difficulty of teachers acquiring the knowledge of the best possible routes they should take in order to gain advancement. This study examined the career patterns of principals in one large urban separate system to determine the routes they had taken to gain the principalship. Such information, it was hoped, would provide insights into the routes and requirements for principals of the future.

The data were collected by mailed questionnaires. Sixty-six of the seventy-one questionnaires distributed were completed and returned. The data were tabulated and a descriptive analysis was employed.

An analysis of the questionnaire responses indicated that most of the principals were married, male, non-religious, and between thirty and forty-nine years of age. The second largest group of principals were religious personnel, both male and female, most of whom were over fifty years of age. A minority of the lay-principals were single, female, non-religious personnel.

The data also showed that the majority of the principals had initiated their careers outside the system, one-third of whom came from outside the province. A large number had been appointed directly into the principalship from outside the system. The majority of these were religious personnel.

Within the system, a total of five different career patterns emerged in leading to the principalship. However, these varied somewhat





among the different types of school levels within the system.

For those who passed through the position of teacher or vice-principal, or both, in reaching the principalship, one to five years appeared to be the length of tenure for each position. Once an individual attained the principalship, a tenure of eleven years was achieved by the majority before leaving that position.

The principal conclusions from this study were that if the trend continues, then: (1) Religious principals within the system may gradually be phased out to make room for male-lay personnel; (2) Male-lay principals may be appointed younger, with less experience in education, but will possess at least two degrees ( B.A. B.Ed. or equivalent) with graduate study developing into being compulsory in the near future; (3) Elementary principals may tend to follow the career pattern of teacher-principal more so than any other. Secondary principals may tend to follow the pattern of teacher--vice-principal--principal.





## ACKNOWLEDGEMENTS

The writer wishes to acknowledge with gratitude the interest, encouragement, and competent guidance offered by Dr. F. C. Thiemann, my advisor and committee chairman. A sincere thank-you goes also to Dr. J. J. Bergen and Dr. L. Whyte, the other members of the thesis committee.

Appreciation is expressed to all the Principals of the Edmonton Separate School System who gave of their valuable time in order to respond to the questionnaire used in connection with this thesis.

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## CHAPTER I

### STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

#### I. INTRODUCTION

In recent years education has been marked by the growth of large, complex school systems in expanding urban areas. The rapid growth of urban school systems has created a wide variety of problems, one of which, is the problem of selection and promotion of school administrators.

One way to study the problem of personnel selection and promotion in education is to examine their career patterns. Such a study could provide information, to those who are promotion oriented, by indicating the routes or patterns which may serve to best facilitate the goal attainment of the individual and the organization. Other groups, as well, who have a concern for education, such as, the Department of Education and teacher's associations, may also find value in such a study.

#### II. THE PROBLEM

##### Statement of the Problem

The purpose of this study is to present a description of the career patterns of principals employed by the Edmonton Separate School System (hereafter designated by E.S.S.S.). In order to study this problem a number of sub-problems were investigated:

- 1) A study was made of the personal and professional backgrounds of the school principals. To provide this information the following questions were asked:



(A) What were the demographic characteristics of the principals?

(B) What was the nature and extent of the professional training of the principals?

(C) What was the extent and nature of their pre-administrative experience?

(D) What was the nature and extent of their administrative experience prior to and including their present appointment?

2) The major sub-problem of this study was to analyze the career patterns of religious and lay principals within the E.S.S.S. To provide this information the following questions were asked:

(A) What types of positions did the principals hold during their initial work period?

(B) What types of positions did the principals hold during their trial work period?

(C) What types of positions did they hold during their stable work period?

(D) What was the length of tenure in each position?

(E) What type of position did the principals hold prior to their present appointment?

(F) Were they appointed from within or outside the system?

(G) Was there a typical job pattern leading to appointment as principal?

(H) Were there differences between the career patterns of religious and lay principals?

(I) Was there a relationship between the career patterns of principals of elementary schools and those of secondary schools?

3) A third sub-problem was to attempt to predict, on the basis of the data obtained, the following:





- (A) The job pattern which is most likely to lead to the principalship.
- (B) Changes in the training, experience and job pattern requirements for principals in the future.
- (C) The rate of turnover for incumbents in the position of principal.
- (D) The number of years an individual remains at each positional level before he may be appointed principal.

### Importance of the Problem

Few can deny the importance of the school principal in education today. His leadership will set the direction which the school will follow. The vast changes in education in the past three decades, the rising recognition of the importance of education, the growth of lay participation, and the increasing demands on principals to become forceful leaders, have made the principal's position more difficult than ever. These factors demand that principals have competencies which were formerly not expected of them. Consequently, the creating and revamping of policies for future selection and training of principals is of the utmost urgency today. As T. C. Byrne, Deputy Minister of Education for the Province of Alberta, states in a cover letter supporting the research project on career patterns of administrators in Alberta:

Anything that adds to our understanding of the process of recruitment and selection of top executives in the field of education should prove useful to all organizations in preparing and employing administrators.<sup>1</sup>

Secondly, by comparing his training, experience, inclinations and ambitions with the factors that will be made known in this study, any aspiring principal may be aided in perhaps making a wiser career

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<sup>1</sup>Statement by T. C. Byrne in a personal letter dated December 5, 1968.



decision than would otherwise be possible.

### Definition of Terms

Career patterns. The vertical and horizontal phases through which personnel proceed as they progress through the system.<sup>2</sup>

Career mobility. Refers to the rate at which personnel move through the system, which results in a lower or higher social and economic status.

Administrator. For this study, any person designated as vice-principal, first assistant principal, second assistant principal, and principal will be classified as an administrator.

Initial work period. First job ever held.<sup>3</sup>

Trial work period. Consists of all jobs held for a period of more than six months and less than three years after leaving high school.<sup>4</sup>

Stable work period. Consists of all positions held for three years or longer.<sup>5</sup>

Insider to the system. An administrator who began his teaching career within the E.S.S.S.

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<sup>2</sup>N. H. Martin and A. L. Strauss, "Patterns of Mobility Within Industrial Organizations," Journal of Business, 29 (April, 1956), p. 101.

<sup>3</sup>D. C. Miller and W. H. Form, Industrial Sociology (New York: Harper and Row, Publishers, 1964), p. 542.

<sup>4</sup>Ibid., p. 542.

<sup>5</sup>Ibid., p. 543.





Outsider to the system. An administrator who did not begin his teaching career within the E.S.S.S.

Insider to Alberta. An administrator who began his teaching career within the province of Alberta, including the E.S.S.S.

Outsider to Alberta. An administrator who did not begin his teaching career within the province of Alberta.

Within the profession. Includes all experience held by administrators both inside and outside the E.S.S.S.

Selection. The process whereby a candidate is chosen for an administrative position.

Religious principal. An administrator who belongs to the clergy or who belongs to a religious order of men or women.

Lay principal. An administrator who does not belong to the clergy or a religious order.

### Assumptions

In this study it was assumed that:

- 1) The information given by the respondents is accurate.
- 2) The selection and promotion of principals within the E.S.S.S. was made on some rational basis.

### Limitations

- 1) Information that is unknown or not remembered by the respondents cannot be obtained.
- 2) The meaning intended by certain questionnaire items may not be



accurately interpreted by certain respondents.

- 3) The meaning intended by certain questionnaire responses may not be accurately interpreted by the investigator.
- 4) The study was restricted to the principals employed by the E.S.S.S.
- 5) A larger sample might yield data from which more accurate generalizations could be drawn.





## CHAPTER II

### REVIEW OF THE LITERATURE AND RELATED STUDIES

#### I. REVIEW OF THE LITERATURE

A survey of the literature reveals that there have been few studies directly related to the topic of career patterns of educational administrators. However, several authors have stressed the importance of career patterns in providing a rational basis for career policies and directing the aspirations of organizational personnel.<sup>6</sup>

Career patterns. Becker<sup>7</sup> states that the concept of career has proved useful in understanding and analyzing the dynamics of work organizations, and the movement and fate of individuals within them. He refers to the concept of career as:

. . . the patterned series of adjustments made by an individual to the network of institutions, formal organizations, and informal relationships in which the work of the occupation is performed.<sup>8</sup>

This series of adjustments is typically considered in terms of movement up or down between positions differentiated by their rank in some formal or informal hierarchy of prestige, influence and income.

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<sup>6</sup>See "Toward a Stochastic Model of Managerial Careers," by H. V. Vroom and K. R. MacCrimmon. Administrative Science Quarterly, Vol. 13, No. 1, June, 1968, pp. 26-46. Also see "Careers, Personality, and Adult Socialization," by H. S. Becker and A. L. Strauss. The American Journal of Sociology, Vol. LXII, No. 3, November, 1956, pp. 253-263.

<sup>7</sup>H. S. Becker, "The Career of the Chicago Public School Teacher," The American Journal of Sociology, 67 (March, 1952), pp. 470-477.

<sup>8</sup>Ibid., p. 471.



Martin and Strauss<sup>9</sup> contend that over a period of time, the paths of movement of personnel through the system of positions in an organizational structure become somewhat stabilized. Patterns of vertical and horizontal movement evolve to form various types of career lines which terminate at various levels of management. A career line results when:

. . . identical series of vertical and horizontal movements from position to position are made by a majority of the mobile organizational workers in reaching a given position.<sup>10</sup>

Once a career line is established, an organization member can assess his own position and his potential for future advancement. The knowledge of organizational career patterns, age, training, and experience of those recruited to the organization, should enable him to judge his present progress and future possibilities with considerable accuracy. For top levels of management, information about career patterns is necessary in order that competent and trained individuals can be moved into the right places at the right time, to gain the experience needed for further advancement.

Becker and Strauss<sup>11</sup> contend that, in bureaucracies, the highest posts often do not go to those people who have come up through the ranks, but rather, to "irregulars" - those with certain kinds of experience or qualifications not necessarily acquired by long years

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<sup>9</sup>N. Martin and A. Strauss, "Patterns of Mobility Within Industrial Organizations," The Journal of Business, 29 (April, 1956), pp. 101-110.

<sup>10</sup>Ibid., p. 101.

<sup>11</sup>H. S. Becker and A. Strauss, "Careers, Personality, and Adult Socialization," The American Journal of Sociology, 62 (November, 1956), pp. 253-265.



of service. They further state that some career movements may be more significant than others in reaching posts of high prestige.

Abbott,<sup>12</sup> in his discussion of intervening variables in organizational behavior, suggests that the system of promotion is one of the most relevant factors which alters individual behavior within an organization.

Campbell, Corbally and Ramseyer,<sup>13</sup> in describing the routes followed by American administrators, maintain that once a person enters the promotion stages, his progress depends upon the amount of time he spends at a given level rather than upon his competence for the next level.

Occupational Mobility. Blair and Duncan,<sup>14</sup> in their discussion of occupational success, contend that social origin, education and career beginning account for approximately one-half of the variance in occupational achievement. However, as a man gets older, the significance of his past career for his subsequent career becomes increasingly pronounced, and other influences become less and less important.

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<sup>12</sup>M. C. Abbott, "Intervening Variables in Organizational Behavior," Educational Administration Quarterly, 1 (Winter, 1965), pp. 4-12.

<sup>13</sup>R. F. Campbell, J. E. Corbally, and J. A. Ramseyer, Introduction to Educational Administration (Boston: Allyn and Bacon Inc., 1964), p. 408.

<sup>14</sup>P. M. Blair and D. D. Duncan, The American Occupational Structure (New York: John Wiley and Sons, Inc., 1967), p. 403.





## II. REVIEW OF RELATED STUDIES

A study of Vroom and MacCrimmon<sup>15</sup> on the probability of career movements by managers and professionals within organizations concludes that studying the interpositional mobility of the manager may help to explain his behavior. They state,

Thus, his attitude toward his position may be more affected by information about the properties of expected future positions than by the intrinsic properties of his present position. The choice he makes, such as, whether to join an organization, or whether to leave and join another organization, may depend less on the properties of the immediate position, than on the expected rewards connected with future positions.<sup>16</sup>

Miller and Form<sup>17</sup> classify the lifework pattern of a typical worker into five categories: preparatory, initial, trial, stable, and retirement. The initial, trial, and stable periods encompass most of the work adjustments made by working people. The periods of the lifework pattern reflect the aspiration of workers as they look to the future. Professional workers differ from non-professional and unskilled workers in their initial, trial and stable work periods. In their study of the work histories of various socio-economic groupings, the researchers found a high degree of occupational stability is commonly achieved by workers in the professional, proprietary and skilled classifications.

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<sup>15</sup>V. H. Vroom and K. R. MacCrimmon, "Toward a Stochastic Model of Managerial Careers," Administrative Science Quarterly, 13 (June, 1968), pp. 26-46.

<sup>16</sup>Ibid., p. 27.

<sup>17</sup>D. C. Miller and V. H. Form, Industrial Sociology (New York: Harper Brothers Publishers, 1964), pp. 539-545.



Seeman,<sup>18</sup> in his study of social mobility and administrative behavior, found that the distinction between an orientation toward mobility as against achievement (in the sense of low priority in status concerns) is predictive of the intra-organizational behavior of the executive. This distinction can help the organization predict the executive's readiness to accept organizational change, their application of firm controls, and their responsiveness to the needs of group members.

Ellis,<sup>19</sup> in his study of career mobility of principals indicated that promotion to the principalship varies with the type of school and that career patterns are generally confined to one type of school. It was also found that the career patterns of urban principals have been confined to the school system they serve.

Peach,<sup>20</sup> in his study of procedures and criteria used in selecting administrative personnel concluded that because the majority of school systems did not have written selection policies which were available to the staff, their policies could not be considered orderly and systematic. It was found that training, experience, personal factors, and sex of the individual were important criteria in the selection of administrators. Scholarship and age had slightly more influence in school systems of over one thousand teachers.

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<sup>18</sup>M. Seeman, "Social Mobility and Administrative Behavior," American Sociological Review, 23 (June, 1958), pp. 633-642.

<sup>19</sup>J. R. Ellis, "Career Mobility of Principals" (unpublished Master's thesis, University of Alberta, Edmonton, 1967).

<sup>20</sup>J.W. Peach, "Selecting Administrative Personnel" (unpublished Master's thesis, University of Alberta, Edmonton, 1963).





Reference should also be made to two similar studies being conducted simultaneously with this study, one by Marian Weleschuk (A Study of the Career Patterns of Alberta Superintendents), and the other by Vern Berg (A Study of the Career Patterns of Administrators in Selected Post-Secondary Institutions). These studies, and the one being reported here, are part of a much broader study, the Career Patterns Project, being conducted by F. C. Thiemann.

### III. SUMMARY

It can be said that the search for potential administrators must be done to secure proper candidates at as early an age as possible. All reputable sources must be used in a systematic, continuous quest to ensure their discovery.

The knowledge of the career patterns of administrators is but one method for, first, top executives in predicting their needs and placing competent and trained individuals upon paths which will result in the maximum benefit to the organization and the individual. Second, for aspiring young administrators, such knowledge should enable them to study their present position and predict their future possibilities.



## CHAPTER III

### COLLECTION, ORGANIZATION, AND TREATMENT OF DATA

#### I. QUESTIONNAIRE

To collect the data necessary to analyze the career patterns of principals within the E.S.S.S., a career patterns project questionnaire developed by F. C. Thiemann<sup>21</sup> for a longitudinal study of the career patterns of administrators in the Province of Alberta was used. All items in Part I of the questionnaire were used excluding items 10, 11, 17 and 18.

#### II. COLLECTION OF DATA

A letter was sent to H. A. McNeil, the Superintendent of the E.S.S.S., seeking permission to conduct the study. A request was made for the names and addresses of all principals in the system.

In March a questionnaire was mailed to each principal. A letter accompanied each questionnaire explaining the purpose of the study and soliciting their assistance with the study. A stamped self-addressed envelope was included so that the responses could be mailed directly to the project investigators.

Seventy-one questionnaires were mailed; 47 were returned within one month of the mailing date. Later, a telephone call was made to those who did not respond. Twelve principals had indicated that they had misplaced the questionnaire and so a second copy was mailed to them. By the end of April, 63 questionnaires were returned. A second phone

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<sup>21</sup>F. C. Thiemann is an Associate Professor, in the Faculty of Education, Department of Educational Administration, at the University of Alberta.



call was made with the result that 66 questionnaires (92.9 per cent) were returned.

### III. ORGANIZATION OF THE DATA

The data from the questionnaires were recorded on answer sheets. Any data which appeared to be erroneous was double-checked by telephoning the respondent in question for clarification. From these answer sheets, the total number of responses to each item in each category was calculated and recorded in tables.

### IV. TREATMENT OF THE DATA

Since the purpose of this study was to provide a descriptive survey of the career patterns of principals, a descriptive analysis was the method used throughout. The data gathered in the questionnaire were tabulated to yield the number responding, the percentage, or mode, depending on the category which was being reported.

These data were examined to ascertain various characteristics of the administrators and their career patterns. The movements of the principals were examined for trends, and comparisons were made regarding age, lay-religious, and elementary-secondary positions.





## CHAPTER IV

### THE PERSONAL AND PROFESSIONAL BACKGROUND OF THE PRINCIPALS

#### I. THE PERSONAL CHARACTERISTICS OF THE PRINCIPALS

Sex and civil status. Table I shows the total number of principals within the E.S.S.S. classified by sex and civil status. It also shows the number of principals in each category who responded to the questionnaire.

Hereafter, all tabulations will only represent 66 out of a total of 71 principals (92.9 per cent).

Table II shows that approximately two-thirds of the principals were male. The majority of these were lay rather than religious personnel. Female principals, however, reversed the condition, for the majority of these were religious personnel.

A study of the school list published by the E.S.S.S. (Table III) reveals that roughly 95 per cent of all female principals held positions at the elementary and elementary-junior high levels. Male-lay principals had positions in five of the six types of schools, within the system but the male-religious principals were situated at the senior high level only.

Age. An analysis of Table IV indicates that few principals were below 30 years of age. The greatest percentage of the principals (30.3 per cent) were from 40 to 49 years of age. Of all the principals, 83.3 per cent were 30 to 59. Only 10.6 per cent were 60 and over. Table IV also shows that the majority of the male-lay principals were 39 and younger, whereas most female-religious principals were 50 and older. Most male-religious and one-half of the female religious principals were from 40-49 years of age.



TABLE I  
DISTRIBUTION OF RESPONDING PRINCIPALS  
BY SEX AND CIVIL STATUS

	Male Lay	Male Religious	Female Lay	Female Religious	Total	Per Cent
Number of Principals	40	3	9	19	71	100
Number of Respondents	38	3	8	17	66	92.9

TABLE II  
DISTRIBUTION OF PRINCIPALS BY SEX AND CIVIL STATUS

Sex and Civil Status	Number	Per Cent
Male/Lay	38	57.6
Male/Religious	3	4.5
Female/Lay	8	12.1
Female/Religious	17	25.8
TOTAL	66	100.0



TABLE III

## DISTRIBUTION OF PRINCIPALS BY SCHOOL CLASSIFICATION

School Classification	*M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
Senior High	2	5.3	3	100.0	-	-	1	5.9	6	9.1
Junior-Senior High	3	7.9	-	-	-	-	-	-	3	4.5
Junior High	3	7.9	-	-	-	-	1	5.9	4	6.1
Elementary-Junior High	12	31.6	-	-	-	-	9	52.9	21	31.8
Elementary	18	47.4	-	-	7	87.5	6	35.3	31	46.9
Emotionally Disturbed	-	-	-	-	1	12.5	-	-	1	1.5
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0

\*M/L - Male-Lay

M/R - Male-Religious

F/L - Female-Lay

F/R - Female-Religious

TABLE IV

## DISTRIBUTION OF PRINCIPALS BY AGE

Age	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
29 and below	3	7.9	-	-	1	12.5	-	-	4	6.1
30 - 39	18	47.4	-	-	-	-	-	-	18	27.3
40 - 49	10	26.3	2	66.6	4	50.0	4	23.5	20	30.3
50 - 59	3	7.9	1	33.3	1	12.5	12	70.6	17	25.7
60 - +	4	10.5	-	-	2	25.0	1	5.9	7	10.6
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0





Marital status. Table V illustrates that 39.4 per cent of the principals were unmarried whereas 57.6 per cent were married. Only 3 per cent indicated their marital status was separated. The table also shows that 97.4 per cent of the male-lay principals were married. However, 62.5 per cent of the female-lay principals were single.

Number of dependents. The data on Table VI show that the lay-principals had from 1 to 10 dependents; the mode was 4. The majority of lay-principals, however, had from 1 to 5 dependents.

Salary. Table VII reveals that the majority of principals (74.2 per cent) earned a salary between ten thousand dollars and fourteen thousand nine hundred and ninety-nine. There were 19.7 per cent who earned from six thousand to nine thousand nine hundred and ninety-nine dollars. One principal earned less than six thousand dollars, while three earned more than fifteen thousand dollars.

The educational level attained by the respondents' parents. The respondents were asked to indicate the highest level of formal education attained by each of their parents. Table VIII shows that 45.5 per cent of their fathers attained an education ranging from grades 4 to 8. It was also found that 24.2 per cent had an education ranging from grades 9 to 12. Table IX reveals that 36.4 per cent of the respondents' mothers had obtained an education within the range of grades 4 to 8. A larger number (42.4 per cent) had an education ranging from grades 9 to 12.

Tables VIII and IX show that on the whole, within the grade levels 0 to 16, the respondents' mothers were slightly better educated than the male parents. However, the respondents' fathers were slightly



TABLE V  
DISTRIBUTION OF PRINCIPALS BY MARITAL STATUS

Marital Status	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
Single	1	2.6	3	100.0	5	62.5	17	100.0	26	39.4
Married	37	97.4	-	-	1	12.5	-	-	38	57.6
Separated	-	-	-	-	2	25.0	-	-	2	3.0
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0

TABLE VI  
DISTRIBUTION OF PRINCIPALS  
BY NUMBER OF DEPENDENTS

Number of Dependents	M/L	M/R	F/L	F/R	Total	Per Cent
0	1	3	5	17	26	39.4
1	4	-	1	-	5	7.6
2	4	-	-	-	4	6.1
3	3	-	-	-	3	4.5
4	11	-	1	-	12	18.2
5	7	-	1	-	8	12.1
6	2	-	-	-	2	3.0
7	1	-	-	-	1	1.5
8	3	-	-	-	3	4.5
9	1	-	-	-	1	1.5
10	1	-	-	-	1	1.5
TOTAL	38	3	8	17	66	100.0





TABLE VII  
DISTRIBUTION OF PRINCIPALS BY SALARY

Salary	M/L	M/R	F/L	F/R	Total	Per Cent
\$ 5,999 and below	-	-	-	1	1	1.5
6,000 - 9,999	4	-	2	7	13	19.7
10,000 - 14,999	32	3	6	8	49	74.2
15,000 - 19,999	2	-	-	1	3	4.5
19,999 and above	-	-	-	-	-	-
TOTAL	38	3	8	17	66	100.0



TABLE VIII

DISTRIBUTION OF PRINCIPALS  
BY LEVEL OF EDUCATION ATTAINED BY THE FATHER

Highest Level of Education	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
0 - 3	4	10.5	-	-	2	25.0	-	-	6	9.1
4 - 8	23	60.5	-	-	1	12.5	6	35.3	30	45.5
9 - 12	5	13.2	2	66.6	1	12.5	8	47.1	16	24.2
13 - 16	2	5.3	-	-	-	-	-	-	2	3.0
Technical or Trade School	-	-	-	-	-	-	2	11.8	2	3.0
College Graduate	3	7.9	1	33.3	4	50.0	1	5.9	9	13.6
Graduate School	1	1.6	-	-	-	-	-	-	1	1.5
TOTAL	38	100.0	3	100.0	8	100.0	16	100.0	66	100.0

TABLE IX

DISTRIBUTION OF PRINCIPALS  
BY LEVEL OF EDUCATION ATTAINED BY THE MOTHER

Highest Level of Education	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
0 - 3	6	15.8	-	-	-	-	-	-	6	9.1
4 - 8	17	44.7	-	-	3	37.5	4	23.5	24	36.4
9 - 12	12	31.6	2	66.6	3	37.5	11	64.7	28	42.4
13 - 16	1	2.6	1	33.3	-	-	1	5.9	3	4.5
Technical or Trade School	-	-	-	-	-	-	-	-	-	-
College Graduate	2	5.3	-	-	2	25.0	-	-	4	6.1
Graduate School	-	-	-	-	-	-	1	5.9	1	1.5
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0



better educated than the female parents when the numbers achieving a technical or trade schooling or higher are taken into account.

Father's occupation. An analysis of Table X reveals that more than half of the principals' fathers were either skilled workers, farmers or laborers. The mode occupation was that of farmer for the fathers of both male-lay and female-religious principals. More than half of the female-lay (62.5 per cent) and male-religious principals (66.6 per cent) had fathers whose occupations were either clerical, managerial or professional.

## II. EDUCATIONAL BACKGROUND OF THE PRINCIPALS

Qualifications held. The data on Table XI show that 4.5 per cent of the principals held no university degrees. The respondents who stated this also indicated that they were working towards the completion of a degree at this particular point in time. Most of the respondents held either a Bachelor of Education degree (28.8 per cent) or a Bachelor of Arts and a Bachelor of Education degree (25.8 per cent). Those who reported holding a Graduate degree amounted to 22.7 per cent.

In breaking down the qualifications held by the principals into sex, civil status and age categories, Tables XII, XIII, XIV, and XV reveal that the distribution of those who held one or two degrees was fairly equally distributed throughout all categories. Of the male-religious and female-religious, all but 2 that reported holding a graduate degree were 50 or older. Of the male-lay principals, all who possessed a graduate degree were 49 and younger. All principals, who reported holding no degree, were 50 or older. Principals, who were 29 and younger, held one degree.





TABLE X  
DISTRIBUTION OF PRINCIPALS BY FATHER'S OCCUPATION

Father's Occupation	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
Professional	4	10.5	1	33.3	2	25.0	-	-	7	10.6
Managerial	8	21.1	-	-	2	25.0	2	11.8	12	18.1
Clerical	-	-	1	33.3	1	12.5	-	-	2	3.3
Skilled	9	23.7	-	-	1	12.5	4	23.5	14	21.2
Farmer	14	36.8	1	33.3	2	25.0	8	47.1	25	37.8
Laborer	3	7.9	-	-	-	-	3	17.6	6	9.0
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0



TABLE XI

DISTRIBUTION OF PRINCIPALS  
BY HIGHEST DEGREE ATTAINED

Highest Degree	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
None	1	2.6	-	-	-	-	2	11.8	3	4.5
B.A. (B.Sc.)	5	13.2	-	-	2	25.0	1	5.9	8	12.1
B.Ed.	9	23.7	-	-	6	75.0	4	23.5	19	28.8
B.A. B.Ed.	13	34.2	1	33.3	-	-	3	17.6	17	25.8
B.A. DIP.	-	-	-	-	-	-	-	-	-	-
B.Ed. DIP.	1	2.6	-	-	-	-	-	-	1	1.5
B.A. M.Ed.	-	-	2	66.6	-	-	4	23.5	6	9.1
B.Ed. M.Ed.	2	5.3	-	-	-	-	2	11.8	4	6.1
B.A. B.Ed. DIP.	2	5.3	-	-	-	-	1	5.9	3	4.5
B.A. B.Ed. M.Ed.	5	13.2	-	-	-	-	-	-	5	7.5
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0

TABLE XII

DISTRIBUTION OF MALE-LAY PRINCIPALS  
BY AGE AND HIGHEST DEGREE ATTAINED

Highest Degree	29 and below	30-39	40-49	50-59	60-+	Total	Per Cent
None	-	-	-	1	1	2	5.3
B.A. (B.Sc.)	-	1	2	1	-	4	10.5
B.Ed.	3	2	2	1	1	9	23.7
B.A. B.Ed.	-	7	5	-	1	13	34.2
B.A. DIP.	-	-	-	-	-	-	-
B.Ed. DIP.	-	1	-	-	-	1	2.6
B.A. M.Ed. (M.A.)	-	-	-	-	-	-	-
B.Ed. M.Ed.	-	2	1	-	-	3	7.9
B.A. B.Ed. DIP.	-	2	1	-	1	4	10.5
B.A. B.Ed. M.Ed.	-	1	1	-	-	2	5.3
TOTAL	3	16	12	3	4	38	100.0



TABLE XIII

DISTRIBUTION OF MALE-RELIGIOUS PRINCIPALS  
BY AGE AND HIGHEST DEGREE ATTAINED

Highest Degree	29 and below	30-39	40-49	50-59	60-+	Total	Per Cent
None	-	-	-	-	-	-	-
B.A. (B.Sc.)	-	-	-	-	-	-	-
B.Ed.	-	-	-	-	-	-	-
B.A. B.Ed.	-	-	1	-	-	1	33.3
B.A. DIP.	-	-	-	-	-	-	-
B.Ed. DIP.	-	-	-	-	-	-	-
B.A. M.Ed. (M.A.)	-	-	1	1	-	2	66.7
B.Ed. M.Ed. (M.A.)	-	-	-	-	-	-	-
B.A. B.Ed. DIP.	-	-	-	-	-	-	-
B.A. B.Ed. M.Ed.	-	-	-	-	-	-	-
TOTAL	-	-	2	1	-	3	100.0

TABLE XIV

DISTRIBUTION OF FEMALE-LAY PRINCIPALS  
BY AGE AND HIGHEST DEGREE ATTAINED

Highest Degree	29 and below	30-39	40-49	50-59	60-+	Total	Per Cent
None	-	-	-	-	-	-	-
B.A. (B.Sc.)	-	-	1	-	1	2	25.0
B.Ed.	1	-	3	1	1	6	75.0
B.A. B.Ed.	-	-	-	-	-	-	-
B.A. DIP.	-	-	-	-	-	-	-
B.Ed. DIP.	-	-	-	-	-	-	-
B.A. M.Ed. (M.A.)	-	-	-	-	-	-	-
B.Ed. M.Ed.	-	-	-	-	-	-	-
B.A. B.Ed. DIP.	-	-	-	-	-	-	-
B.A. B.Ed. M.Ed.	-	-	-	-	-	-	-
TOTAL	1	-	4	1	2	8	100.0





TABLE XV  
DISTRIBUTION OF FEMALE-RELIGIOUS PRINCIPALS  
BY AGE AND HIGHEST DEGREE ATTAINED

Highest Degree	29 and below	30-39	40-49	50-59	60-+	Total	Per Cent
None	-	-	-	1	1	2	11.8
B.A. (B.Sc.)	-	-	-	1	-	1	5.9
B.Ed.	-	-	2	2	-	4	23.5
B.A. B.Ed.	-	-	1	2	-	3	17.6
B.A. DIP.	-	-	-	-	-	-	-
B.Ed. DIP.	-	-	-	-	-	-	-
B.A. M.Ed. (M.A.)	-	-	1	3	-	4	23.5
B.Ed. M.Ed.	-	-	-	2	-	2	11.8
B.A. B.Ed. DIP.	-	-	-	1	-	1	5.9
B.A. B.Ed. M.Ed.	-	-	-	-	-	-	-
TOTAL	-	-	4	12	1	17	100.0



Subject specialty. All respondents were asked to state their college major. Most had either majored in English (25.8 per cent) or Social Studies (16.6 per cent). Only male-lay principals had any specialization in the mathematics-science fields. Only 1 male-lay principal majored in physical education. It was also found that 19.7 per cent of the principals had not majored in any subject field. The majority of those without majors were female-religious (Table XVI).

Number of colleges attended. Table XVII shows the majority of principals had attended one (19.6 per cent) or two (42.4 per cent) universities. It also reveals that 33.3 per cent had attended three or four different universities. However, although a percentage had attended three different institutions, attendance at two universities appeared to be the most common.

### III. PROFESSIONAL EXPERIENCE OF THE PRINCIPALS

Number of years in education. As the totals indicate in Table XVIII, each category of years of experience was fairly equally distributed through each sex and civil status category. However, in reference to Table IV, which indicates that the majority of male-religious, female-lay, and female-religious principals were slightly older than the male-lay principals; it is understandable that these categories showed a longer length of experience than did the male-lay.

Number of years in administration. Table XIX reveals that most of the male-lay principals (60.5 per cent) have 0 to 10 years experience in administration. Two-thirds of the male-religious principals have 11 to 15 years of administrative experience. The majority of the female-



TABLE XVI

## DISTRIBUTION OF PRINCIPALS BY MAJOR SUBJECT AREA

Major Subject Area	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
Social Studies	8	21.1	-	-	3	37.5	-	-	11	16.6
English	5	13.2	3	100.0	2	25.0	7	41.2	17	25.8
Science	6	15.8	-	-	-	-	-	-	6	9.1
Mathematics	4	10.5	-	-	-	-	-	-	4	6.1
Physical Ed.	1	2.6	-	-	-	-	-	-	1	1.5
Other	11	28.9	-	-	1	12.5	2	11.8	14	21.2
None	3	7.9	-	-	2	25.0	8	47.1	13	19.7
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0

TABLE XVII

## DISTRIBUTION OF PRINCIPALS BY NUMBER OF COLLEGES ATTENDED

Number of Colleges	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
1	9	23.7	-	-	2	25.0	2	11.8	13	19.6
2	19	50.0	-	-	4	50.0	5	29.4	28	42.4
3	7	18.4	1	33.3	1	12.5	7	41.2	16	24.2
4	3	7.9	1	33.3	-	-	2	11.8	6	9.1
5	-	-	1	33.3	-	-	-	-	1	1.5
6	-	-	-	-	1	12.5	1	5.9	2	3.1
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0





TABLE XVIII

## DISTRIBUTION OF PRINCIPALS BY NUMBER OF YEARS IN EDUCATION

Number of Years	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
0- 5	1	2.6	-	-	1	12.5	-	-	2	3.0
6- 10	14	36.8	-	-	-	-	-	-	14	21.1
11- 15	6	15.8	1	33.3	1	12.5	1	5.9	9	13.6
16- 20	7	18.9	-	-	-	-	1	5.9	8	12.1
21- 25	6	15.8	1	33.3	3	37.5	4	23.5	14	21.2
26- 30	2	5.3	1	33.3	1	12.5	6	35.3	10	15.2
31- up	2	5.3	-	-	2	25.0	5	19.4	9	13.6
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0

TABLE XIX

## DISTRIBUTION OF PRINCIPALS BY NUMBER OF YEARS IN ADMINISTRATION

Number of Years	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
0 - 5	13	34.2	-	-	2	25.0	1	5.9	16	24.2
6 - 10	10	26.3	1	33.3	3	37.5	1	5.9	15	22.7
11 - 15	8	21.1	2	66.6	-	-	6	35.3	16	24.2
16 - 20	2	5.3	-	-	1	12.5	3	17.6	6	9.1
21 - 25	3	7.9	-	-	1	12.5	4	23.5	8	12.1
26 - 30	2	5.3	-	-	-	-	2	11.8	4	6.1
31 - up	-	-	-	-	1	12.5	-	-	1	1.5
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0



lay principals had from 0 - 10 years experience in administration whereas 52.9 per cent of the female-religious personnel had from 11 to 20 years of such experience.

In both Table XVIII and XIX, female-lay, male-religious and female-religious principals appeared to have greater experience both in education and administration than the male-lay principals. This can be explained by the fact that these groups tended to be older.

However, a careful analysis of Table XX reveals that most of male-lay principals have spent 0 to 20 years in education and that an approximately similar number have spent 0 to 20 years in administration. On the other hand, most male-religious, female-lay, and female-religious principals have spent 21 or more years in education but have less experience in administration for their years in education than do the male-lay principals.

Number of teaching positions held. The respondents were asked to indicate every different teaching position they held since they first entered the profession. Table XXI reveals that the greatest number of male-lay and female-religious principals held 1 or 2 teaching positions. Both the male-religious and female-lay principals were fairly evenly spread throughout the number of positions. A number of principals, (13.2 per cent of male-lay, 33.3 per cent of male-religious, and 12.5 per cent of female-lay) reported that they never held a teaching position.

Number of administrative posts held. The data in Table XXII show that a majority of the male-lay (73.7 per cent), female-lay (75.0 per cent), and female-religious principals (53.0 per cent) held 1 or 2 administrative posts. All of the male-religious principals reported



TABLE XX

COMPARISON OF MALE-LAY, MALE-RELIGIOUS,  
FEMALE-LAY, AND FEMALE-RELIGIOUS PRINCIPALS  
IN EDUCATION AND ADMINISTRATION EXPERIENCE

Number of Years	M/L		M/R		F/L		F/R		Total	
	*E	A	E	A	E	A	E	A	E	A
0 - 10	15	23	-	1	1	5	-	2	16	31
11 - 20	13	10	-	2	1	1	2	9	16	22
21 - 30	8	5	3	-	4	1	10	6	25	12
31 - +	2	-	-	-	2	1	5	-	9	1
TOTAL	38	38	3	3	8	8	17	17	66	66

\* E - Education

A - Administration

TABLE XXI

DISTRIBUTION OF PRINCIPALS  
BY NUMBER OF TEACHING POSITIONS HELD

Number of Positions	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
0	5	13.2	1	33.3	1	12.5	-	-	7	10.6
1	14	36.8	-	-	1	12.5	6	35.3	21	31.8
2	13	34.2	-	-	2	25.0	4	23.5	19	28.8
3	2	5.3	1	33.3	2	25.0	3	17.6	8	12.1
4	3	7.9	-	-	1	12.5	2	11.8	6	9.1
5	1	2.6	-	-	-	-	2	11.8	3	4.5
6	-	-	1	33.3	-	-	-	-	1	1.5
7	-	-	-	-	1	12.5	-	-	1	1.5
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0





that they have held 1 or 2 administrative positions

Administrative experience prior to their present appointment.

Table XXIII shows that 31.8 per cent of the principals held no administrative experience prior to being appointed as principal with the E.S.S.S. Breaking the group down into the four categories, reveals that one-half of the female-lay principals, 41.2 per cent of the female-religious, one-third of the male-religious, and 23.7 per cent of the male-lay principals reported that they held no previous administrative experience.

One-half of the principals reported that they were a vice-principal either outside or inside the system prior to being appointed as principal with the system. However, no female-religious principal had reported being in this category. A number, 18.2 per cent, reported that they possessed a principalship outside the system, the majority being female-religious, before being appointed as principal with the E.S.S.S. No male-lay principal had reported being in this category.

Length of tenure with the E.S.S.S. Table XXIV shows that most of the male-lay (71 per cent) and female-religious principals (52.9 per cent) have been with the system 0 to 5 years. One half of the female-lay principals have been with the system 0 to 2 years while two-thirds of the male-religious have 9 to 14 years of experience with the system as principal.

#### IV. SUMMARY

The majority of the principals within the E.S.S.S. were male, non-religious, married, with a number of dependents ranging from one to



TABLE XXII  
DISTRIBUTION OF PRINCIPALS  
BY NUMBER OF ADMINISTRATIVE POSITIONS HELD

Number of Positions	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
0	-	-	-	-	-	-	-	-	-	-
1	7	18.4	1	33.3	4	50.0	7	41.2	19	28.8
2	21	55.3	2	66.6	2	25.0	2	11.8	27	40.9
3	4	10.5	-	-	-	-	6	35.3	10	15.2
4	3	7.9	-	-	-	-	1	5.9	4	6.0
5	1	2.6	-	-	2	25.0	1	5.9	4	6.0
6	2	5.3	-	-	-	-	-	-	2	3.0
7	-	-	-	-	-	-	-	-	-	-
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0

TABLE XXIII  
DISTRIBUTION OF PRINCIPALS' ADMINISTRATIVE EXPERIENCE  
PRIOR TO THEIR PRESENT APPOINTMENT

Nature of Administrative Experience	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
None	9	23.7	1	33.3	4	50.0	7	41.2	21	31.8
Vice-										
Principal	29	76.3	1	33.3	3	37.5	-	-	33	50.0
Principal	-	-	1	33.3	1	12.5	10	58.8	12	18.2
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0



TABLE XXIV  
DISTRIBUTION OF PRINCIPALS BY LENGTH OF TENURE  
AS PRINCIPAL IN THE E.S.S.S.

Length of Tenure	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
0 - 2	11	28.9	-	-	4	50.0	5	29.4	20	30.3
3 - 5	16	42.1	1	33.3	-	-	4	23.5	21	31.9
6 - 8	4	10.5	-	-	1	12.5	1	5.9	6	9.1
9 - 11	3	7.9	1	33.3	1	12.5	2	11.8	7	10.6
12 - 14	2	5.3	1	33.3	-	-	-	-	3	4.5
15 - 17	1	2.6	-	-	-	-	2	11.8	3	4.5
17 - 19	1	2.6	-	-	1	12.5	1	5.9	3	4.5
20 - +	-	-	-	-	1	12.5	2	11.8	3	4.5
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0





ten, and for the most part came from skilled, farmer, or laborer family backgrounds. Male and female religious principals composed the next largest group and they covered the whole gamut of family backgrounds. A minority of the lay principals were female, non-cleric, and they too, for the most part, covered the whole gamut of family backgrounds.

Most male-lay, female-lay and male religious principals were between 30 and 49 years of age, whereas, most of the female-religious were 50 years of age and older.

The educational background of the principals ranged from no degrees to three degrees with the majority holding a Bachelor of Education degree or a Bachelor of Arts and a Bachelor of Education degree. The most common major was English followed by Social Studies.

The majority of the male-lay principals had from 6 to 15 years of experience in education, whereas most female-lay, male-religious, and female-religious had 21 to 30 years of experience in education. However, male-lay principals had more years of administrative experience for their years in education than do the other three groups combined.

Most of the principals have held one or two teaching and administrative posts during their careers. Exactly one-half of the principals were vice-principals prior to their present appointment. However, a large number did not have any prior administrative experience.

The majority of the principals have been with the system for eight years or less.



## CHAPTER V

### THE CAREER PATTERNS OF THE PRINCIPALS

#### I. INITIAL, TRIAL, AND STABLE WORK PERIODS

Initial work period. The initial work period has been defined as the first work position ever held by the respondents. This definition, however, does not take into account summer positions held while attending school or university; only positions occupied by them after their schooling was completed or interrupted for at least six months are included.

An analysis of Table XXV shows that 62.1 per cent of the principals employed by the E.S.S.S. had their initial work experience within the profession as a teacher. A small percentage (6.1 per cent) occupied the position of principal in their initial work period. This includes all categories except that of female-religious. It was also observed that 7.9 per cent of the male-lay principals' initial work experience was in some other profession. All male-religious principals' initial work experience was within the teaching profession. No principal's initial work period began with the position of vice-principal.

It was also found that 34.3 per cent of the male-lay, 12.5 per cent of the female-lay, and 11.8 per cent of the female-religious principals' initial work experience was outside of the teaching profession or other professional occupations.

Trial work period. The trial work period has been defined as all jobs held for a period of more than six months and less than three years after leaving high school.

An analysis of Table XXVI reveals that, in their trial work



TABLE XXV

## THE INITIAL WORK PERIOD OF THE PRINCIPALS

Position	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
Laborer	5	13.2	-	-	-	-	-	-	5	7.6
Farmer	-	-	-	-	-	-	-	-	-	-
Skilled worker	2	5.3	-	-	-	-	-	-	2	3.0
Clerical	4	10.5	-	-	1	12.5	2	11.8	7	10.6
Military	2	5.3	-	-	-	-	-	-	2	3.0
Teacher	20	52.6	2	66.6	6	75.0	13	76.4	41	62.1
Vice- principal	-	-	-	-	-	-	-	-	-	-
Principal	2	5.3	1	33.3	1	12.5	-	-	4	6.1
Other Profess- ional	3	7.9	-	-	-	-	2	11.8	5	7.6
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0

TABLE XXVI

## THE TRIAL WORK PERIOD OF THE PRINCIPALS

Position	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
Laborer	-	-	-	-	-	-	-	-	-	-
Farmer	-	-	-	-	-	-	-	-	-	-
Skilled worker	1	2.6	-	-	-	-	-	-	1	1.5
Clerical	2	5.3	-	-	1	12.5	-	-	3	4.5
Military	3	7.9	-	-	-	-	-	-	3	4.5
Teacher	23	60.5	2	66.6	4	50.0	12	70.6	41	62.1
Vice- Principal	5	13.2	-	-	1	12.5	-	-	6	9.1
Principal	4	10.5	1	33.3	1	12.5	3	17.6	9	13.6
Other Profess- ional	-	-	-	-	1	12.5	2	11.8	3	4.5
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0





period, the respondents began to acquire a greater satisfaction in the teaching profession with an increase in those holding administrative positions. There were slightly fewer female-lay and female-religious principals teaching in their trial work period than in their initial work period. On the other hand there was a substantial increase in the respondents who moved into vice-principalships (9.1 per cent) and principalships (13.6 per cent). The number of those who reported being in other professions declined during this period. All male-lay principals who reported this, left their initial profession and came into the teaching profession. However, one female-lay principal left the teaching profession and took a position in another. No change was noted in the female-religious category.

A decline was also observed in principals who held non-professional positions during their initial work period. The table also reveals that in the trial work period, only 15.8 per cent of the male-lay principals were still employed outside the teaching profession. However, female-lay principals remained unchanged in the trial work period. No female-religious principal reported being outside the profession in her trial work period.

Stable work period. The stable work period has been defined as all work experience held for three years or longer. It was in this period of work that the majority of the principals (87.9 per cent) reported being in the teaching profession either as a teacher (59.1 per cent), vice-principal (13.6 per cent), or principal (15.2 per cent). Those in other professional occupations remained constant in their stable work period. The female-lay category again remained constant. (Table XXVII)



The stable work period suggests that the majority of the principals (87.9 per cent) had established themselves in the teaching profession rather early in their careers, while 12.1 per cent had stabilized themselves in some other occupation only to enter the teaching profession at a later date.

## II. POSITIONS HELD BY THE PRINCIPALS

Position occupied prior to appointment as teacher with the E.S.S.S. The greatest percentage of the principals reported (Table XXVIII), that they held a teaching position outside the system prior to being appointed as teacher with the system (38.5 per cent). However, this percentage only includes the three categories; male-lay, female-lay, and female-religious. The second highest percentage was recorded by those attending university (30.8 per cent). Five per cent were vice-principals with the E.S.S.S. before being initially appointed as teacher.

Of the respondents, 10.3 per cent reported that they were vice-principals outside the system prior to accepting a teaching post within the system. However, this only applies to male-lay and female-lay principals. No male-religious principal was ever appointed as teacher with the system. The table again shows that 15.4 per cent had left other occupations to enter the teaching profession within the system. No principal held a similar post outside the system before becoming a teacher within the system. The totals also indicate that 27 of the principals were never initially appointed as a teacher within the system.

Position occupied prior to being appointed as Vice-principal with the E.S.S.S. Seventy per cent of the male-lay and female-lay



TABLE XXVII

## THE STABLE WORK PERIOD OF THE PRINCIPALS

Position	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
Laborer	-	-	-	-	-	-	-	-	-	-
Farmer	-	-	-	-	-	-	-	-	-	-
Skilled worker	1	2.6	-	-	-	-	-	-	1	1.5
Clerical	1	2.6	-	-	1	12.5	-	-	2	3.0
Military	2	5.3	-	-	-	-	-	-	2	3.0
Teacher	22	57.9	1	33.3	4	50.0	12	70.6	39	59.1
Vice- principal	7	18.4	1	33.3	1	12.5	-	-	9	13.6
Principal	5	13.2	1	33.3	1	12.5	3	17.6	10	15.2
Other profess- ional	-	-	-	-	1	12.5	2	11.8	3	4.5
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0

TABLE XXVIII

DISTRIBUTION OF PRINCIPALS AS TO POSITION OCCUPIED  
PRIOR TO BEING APPOINTED AS TEACHER WITH THE E.S.S.S.

Position	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
VP with E.S.S.S.	2	7.1	-	-	-	-	-	-	2	5.0
Teacher Outside	8	28.6	-	-	4	80.0	3	50.0	15	38.5
VP Outside	3	10.7	-	-	1	20.0	-	-	4	10.3
Principal Outside	-	-	-	-	-	-	-	-	-	-
Attending University	9	32.1	-	-	-	-	3	50.0	12	30.8
Other	6	21.4	-	-	-	-	-	-	6	15.4
TOTAL	28	100.0	-	-	5	100.0	6	100.0	39	100.0





principals were teachers in the system prior to becoming vice-principal. Of these two categories, 6.7 per cent were principals outside the system, 10.0 per cent were teachers outside the system and 13.3 per cent were in other occupations prior to being appointed as vice-principal with the system. No male-religious or female-religious respondents was ever appointed as vice-principal with the system. The totals (Table XXIX) also indicate that eleven male-lay and five female-lay principals were never vice-principals within the system.

Position occupied prior to being appointed as principal with the E.S.S.S. An analysis of Table XXX reveals some contrasts between lay and religious principals. It shows that 45.6 per cent of the principals were vice-principals prior to their appointment. However, this percentage only includes male-lay and female-lay principals. Of the 24.3 per cent who went from a teaching position to a principalship, one-half were male-lay principals. It is also shown that nine per cent were principals outside the system before becoming principals within the system, the majority of whom were female-religious. Prior to their appointment as principal, 4.5 per cent were vice-principals outside the system. Of the 13.6 per cent who reported that they were teachers outside the system prior to their appointment, the majority were religious. Three per cent were in other fields of endeavour before becoming a principal within the system.

Vice-principals initially appointed from outside-inside the system. Of the male-lay and female-lay principals, thirty per cent were appointed as vice-principals from outside the system and seventy per cent were appointed from within. However, it should be noted that of



TABLE XXIX

DISTRIBUTION OF PRINCIPALS AS TO POSITION OCCUPIED  
PRIOR TO BEING APPOINTED  
AS VICE-PRINCIPAL WITH THE E.S.S.S.

Position	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
Teacher in E.S.S.S.	18	66.6	-	-	3	100.0	-	-	21	70.0
Principal Outside	2	7.4	-	-	-	-	-	-	2	6.7
VP Outside	-	-	-	-	-	-	-	-	-	-
Teacher Outside	3	11.1	-	-	-	-	-	-	3	10.0
Other	4	14.8	-	-	-	-	-	-	4	13.3
TOTAL	27	100.0	-	-	3	100.0	-	-	30	100.0

TABLE XXX

DISTRIBUTION OF PRINCIPALS AS TO POSITION HELD  
PRIOR TO APPOINTMENT AS PRINCIPAL WITH  
THE EDMONTON SEPARATE SCHOOL SYSTEM

Position	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
VP in E.S.S.S.	27	71.1	-	-	3	37.5	-	-	30	45.6
Teacher in E.S.S.S.	8	21.1	-	-	2	25.0	6	35.3	16	24.3
Principal Outside	-	-	-	-	1	12.5	5	29.4	6	9.0
VP Outside	2	5.3	-	-	-	-	1	5.9	3	4.5
Teacher Outside	1	2.6	2	66.6	1	12.5	5	29.4	9	13.6
Other	-	-	1	33.3	1	12.5	-	-	2	3.0
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0





these two categories, only the male-lay came from the outside (Table XXXI).

Of those vice-principals, who were appointed from outside, the age distribution was as follows: between thirty and thirty-nine, two; between forty and forty-nine, two; between fifty and fifty-nine, three; between sixty and sixty-nine, two.

Principals initially appointed from outside-inside the system. Table XXXII shows that 30.3 per cent of the principals were appointed from outside the system, whereas 69.7 per cent were appointed from inside. The majority of outsiders were, however, religious principals.

Positions within the E.S.S.S. of the sixty-six respondents over a nineteen year period. The positions occupied by the principals from the time they entered the system to the present are shown on Table XXXIII. An analysis of the table illustrates, for example, that in the school year 1950-51, fourteen of the sixty-six respondents were in the system; six were teachers, two were vice-principals and six were principals. It is further noted that the greatest influx of those in the principalship in 1969 entered the system as teachers between 1961-64. No large increase was noted within the position of vice-principal during any specific period. The largest influx into the principalship occurred between 1964-69, which would indicate that a majority have been principals with the system for a relatively short period.<sup>22</sup>

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<sup>22</sup>For further clarification of this statement see Table XXXIX. In the number of years column, year No. 1 should be viewed as the year 1969. Year No. 2 should be viewed as 1968, and so on down the column.





TABLE XXXI

DISTRIBUTION OF PRINCIPALS APPOINTED  
INITIALLY AS VICE-PRINCIPAL  
FROM OUTSIDE-INSIDE THE SYSTEM

	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
Outside	9	33.3	-	-	-	-	-	-	9	30.0
Inside	18	66.6	-	-	3	100.0	-	-	21	70.0
TOTAL	27	100.0	-	-	3	100.0	-	-	30	100.0

TABLE XXXII

DISTRIBUTION OF PRINCIPALS APPOINTED AS PRINCIPAL  
FROM OUTSIDE-INSIDE THE SYSTEM

	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
Outside	3	7.9	3	100.0	3	37.5	11	64.7	20	30.3
Inside	35	92.1	-	-	5	62.5	6	35.3	46	69.7
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0



TABLE XXXIII

POSITIONS WITHIN THE E.S.S.S. OF THE SIXTY-SIX RESPONDENTS  
OVER A NINETEEN YEAR PERIOD

Year	*T	POSITION					Total	Per Cent	Number of Schools
		Per Cent	V-P	Per Cent	P	Per Cent			
50-51	6	9.1	2	3.0	6	9.1	14	21.0	26
51-52	7	10.6	2	3.0	6	9.1	15	22.7	26
52-53	6	9.1	3	4.5	7	10.6	16	24.2	30
53-54	8	12.1	2	3.0	8	12.1	18	27.3	31
54-55	5	7.6	6	9.1	9	13.6	20	30.3	31
55-56	4	6.1	8	12.1	9	13.6	21	31.8	33
56-57	9	13.6	6	9.1	11	16.7	26	39.4	36
57-58	10	15.2	7	10.6	13	19.7	30	45.5	40
58-59	10	15.2	9	13.6	15	22.7	34	51.5	41
59-60	10	15.2	10	15.2	18	27.2	38	57.6	42
60-61	14	21.2	10	15.2	19	28.8	43	65.2	46
61-62	20	30.3	10	15.2	21	31.8	51	77.3	47
62-63	20	30.3	7	10.6	26	39.4	53	80.3	50
63-64	21	31.8	9	13.6	25	37.8	55	83.3	54
64-65	17	25.8	10	15.2	28	42.4	55	83.3	63
65-66	10	15.2	12	18.2	36	54.5	58	87.9	63
66-67	4	6.1	11	16.7	47	71.2	62	93.9	69
67-68	1	1.5	6	9.1	54	81.8	61	92.4	70
68-69	0	0.0	0	0.0	66	100.0	66	100.0	71

\*T - Teacher

V-P - Vice-Principal

P - Principal



### III. CAREER PATTERNS OF THE PRINCIPALS

Career patterns within the profession. Table XXXIV reveals the career patterns of the respondents as they progressed through their careers in the teaching profession. As can be seen, a wide variety of patterns were made by the sixty-six respondents. However, two patterns were followed more than any other. Eighteen of the thirty-eight male-lay principals followed the pattern of teacher--vice-principal--principal. One-half of the female-lay and twelve out of seventeen female-religious followed the route teacher--principal. Eight of the male-lay principals followed this route as well. A total of 6.1 per cent followed the pattern of teacher--principal--teacher--principal, whereas only 4.5 per cent had followed the pattern of teacher--principal--vice-principal--principal. A variety of different patterns were followed by 22.7 per cent of the principals which were, for the most part, highly individualistic.

Career patterns within the E.S.S.S. The career patterns of the principals while employed by the E.S.S.S. are depicted by Table XXXV. An analysis reveals that there was no single or definite pattern for all principals. A total of 31.8 per cent had followed the teacher--vice-principal--principal pattern; however, another 30.3 per cent had not followed any pattern as such but came directly into the system as a principal. It was also found that 24.2 per cent followed a teacher--principal pattern. In making a comparison, it was found that the female religious principals had followed either one of two patterns: 1) teacher--principal or 2) principal. The male-religious had all followed one path: principal. Female-lay principals had followed three routes, all of which were fairly equally distributed. Male-lay principals showed the





TABLE XXXIV

DISTRIBUTION OF PRINCIPALS  
BY THEIR CAREER PATTERNS WITHIN THEIR PROFESSION

Career Pattern*	M/L	M/R	F/L	F/R	Total	Per cent
P	-	1	1	-	2	3.0
VP-P	1	-	-	-	1	1.5
T-VP-P	18	-	2	-	20	30.3
T-VP-T-P	-	1	-	-	1	1.5
T-VP-T-VP-P	2	-	-	-	2	3.0
T-P	8	-	4	12	24	36.4
P-VP-T-VP-P	1	-	-	-	1	1.5
P-VP-P	1	-	-	-	1	1.5
T-P-T-VP-P	1	-	-	-	1	1.5
T-P-T-P-VP-T-VP-P	1	-	-	-	1	1.5
T-P-T-P	1	1	-	2	4	6.1
T-P-VP-T-VP-P	1	-	-	-	1	1.5
T-P-VP-P	2	-	-	1	3	4.5
VP-P-VP-P	1	-	-	-	1	1.5
P-VP-T-P	-	-	-	1	1	1.5
T-VP-T-VP-T-VP-P	-	-	1	-	1	1.5
T-P-T-P-T-P	-	-	-	1	1	1.5
TOTAL	38	3	8	17	66	100.0

TABLE XXV

DISTRIBUTION OF PRINCIPALS BY THEIR CAREER PATTERNS  
WITHIN THE EDMONTON SEPARATE SCHOOL SYSTEM

Career Pattern*	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	Total	Per Cent
P	3	7.9	3	100.0	3	37.5	11	64.7	20	30.3
VP-P	7	18.4	-	-	-	-	-	-	7	10.6
T-VP-P	18	47.4	-	-	3	37.5	-	-	21	31.8
T-P	8	21.1	-	-	2	25.0	6	35.3	16	24.3
VP-T-VP-P	2	5.3	-	-	-	-	-	-	2	3.0
TOTAL	38	100.0	3	100.0	8	100.0	17	100.0	66	100.0

\* P - Principal  
 VP - Vice-Principal  
 T - Teacher



greatest concentration on the teacher--vice-principal--principal route with eighteen out of thirty-eight doing so. However, it should be noted that the remaining twenty had followed other patterns.

A breakdown of the four categories into age periods (Table XXXVI) did not show any differentiating patterns. Even breaking the age of the principals into two groups, those below forty and those above, did not disclose any definite pattern.

Career patterns within the E.S.S.S. differentiated by those who came from outside-inside the system. A comparison was made (Table XXXVII) of all the respondents divided into their career patterns with the system and identified as either from outside or inside the system. Table XXXVII shows that most of the respondents (72.7 per cent) had begun their teaching career outside of the E.S.S.S. Most of the male-lay principals have come from outside the system, and yet, have followed approximately all the career lines followed by those who were insiders. All of the male-religious were outsiders to the system and all followed the same pattern. All of the female-lay principals were outsiders, however, they were fairly evenly spread out among three different patterns. Fourteen of the seventeen female-religious principals were outsiders to the system and they, for the most part, followed the pattern of principal. All female-religious insiders followed the pattern teacher-principal.

Career patterns within the E.S.S.S. differentiated by those who came from outside-inside Alberta. A comparison was made (Table XXXVIII) of all the respondents divided into their career patterns within the system and identified as either from outside or inside of Alberta. It was found that one-third of the principals came from outside the province



TABLE XXXVI

DISTRIBUTION OF PRINCIPALS BY THEIR CAREER PATTERNS  
WITHIN THE E.S.S.S. DIFFERENTIATED BY AGE

Career Pattern	Male Lay					Male Religious					Female Lay					Female Religious					Totals				
	*1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
P	-	2	1	-	-	-	-	2	1	-	1	-	-	1	1	-	-	2	9	-	1	2	5	11	1
VP-P	-	2	1	3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1	3	1
T-VP-P	2	10	6	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	2	10	9	-	-
T-P	1	4	1	-	2	-	-	-	-	-	-	-	1	-	1	-	-	2	3	1	1	4	4	3	4
VP-T-VP-P	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
TOTAL	3	18	10	3	4	-	-	2	1	-	1	-	4	1	2	-	-	4	12	1	4	18	10	17	7

\* 1 - 29 and below  
 2 - 30 - 39  
 3 - 40 - 49  
 4 - 50 - 59  
 5 - 59 and older





TABLE XXXVII

DISTRIBUTION OF PRINCIPALS BY THEIR CAREER PATTERNS WITHIN  
THE E.S.S.S. DIFFERENTIATED BY THOSE WHO CAME FROM OUTSIDE/INSIDE THE SYSTEM

Career Pattern	Male-Lay		Male-Religious		Female-Lay		Female-Religious		Total O/S	Total Per Cent	Total I/S	Total Per Cent
	*O/S	I/S	Total	O/S	I/S	Total	O/S	I/S	Total	Per Cent	Total I/S	Per Cent
P	3	-	3	3	-	3	11	-	11	20	30.0	-
VP-P	5	2	7	-	-	-	-	-	-	5	7.6	2
T-VP-P	11	7	18	-	-	-	-	-	-	14	21.2	7
T-P	3	5	8	-	-	-	3	3	6	8	12.1	8
VP-T-VP-P	1	1	2	-	-	-	-	-	-	1	1.5	1
TOTAL	23	15	38	3	0	3	14	3	17	48	72.7	18

\* O/S - outsider  
I/S - insider



TABLE XXXVIII

DISTRIBUTION OF PRINCIPALS BY THEIR CAREER PATTERNS WITHIN THE E.S.S.S.  
DIFFERENTIATED BY THOSE WHO CAME FROM OUTSIDE/INSIDE ALBERTA

Career* Pattern	Male-Lay		Male-Religious		Female-Lay		Female-Religious		Total Per O/S Cent	Total Per I/S Cent
	*O/S	I/S	Total	O/S	I/S	Total	O/S	I/S	Total	
P	1	2	3	3	-	3	2	1	3	5 6 11 16.7 9 13.6
VP-P	1	6	7	-	-	-	-	-	-	1 1.5 6 9.1
T-VP-P	6	12	18	-	-	-	1	2	3	7 10.6 14 21.2
T-P	1	7	8	-	-	-	-	2	2	3 4.5 13 19.7
VP-T-VP-P	-	2	2	-	-	-	-	-	-	2 3.0
TOTAL	9	29	38	3	-	3	3	5	8	7 10 17 33.3 44 66.6

\* P - Principal  
VP - Vice-Principal  
T - Teacher  
O/S - Outsider  
I/S - Insider



when they first initiated their career pattern within the system. The other two-thirds came from inside Alberta. However, no category appeared to have followed any one particular pattern when the outsiders-insiders were compared. The outsiders, although in the minority, still passed through approximately all the career patterns within the system.

Length of tenure of the principals in pattern positions within the E.S.S.S. The respondents were asked to indicate the number of years spent at each positional level which they had occupied during their careers. The information presented here, however, only concerns their tenure while within the system.

The majority of the principals in each category reported (Table XXIX) that they had been a teacher for five years or less before advancement with the exception of female-religious principals who reported that they remained as a teacher for a longer period of time before advancement. A similar situation occurred within the position of vice-principal, where the majority of those who had held a vice-principalship at one time or another reported that they had held that position for five years or less. It was also noted that the majority of the principals had reported that they have held their present position for five years or less.

From the information presented here, it could be said that the length of tenure at each positional level was one to five years before advancement. It also appeared that female-religious principals, although they spent more time as a teacher, moved more quickly into the principalship than the male-lay and female-lay principals who, for the most part, moved through all the pattern steps with a tenure of from one to five years in each step.





TABLE XXXIX

LENGTH OF TENURE OF THE PRINCIPALS IN PATTERN POSITIONS  
WITHIN THE E.S.S.S.

Number of Years	Teacher			Vice-Principal			Principal			Total
	M/L	M/R	F/L	F/R	Total	M/L	M/R	F/L	F/R	
1	5	-	-	-	5	5	-	-	-	5
2	6	-	-	-	6	7	-	1	-	8
3	2	-	1	-	3	1	-	1	-	2
4	4	-	1	1	6	1	-	-	-	1
5	5	-	-	-	5	2	-	-	-	2
6	2	-	1	-	3	1	-	-	-	1
7	-	-	1	-	1	1	-	-	-	1
8	1	-	1	-	2	1	-	-	-	1
9	1	-	-	-	1	4	-	-	-	4
10	1	-	-	-	1	3	-	1	-	4
11	-	-	-	1	1	1	-	-	-	1
12	-	-	1	-	1	-	-	-	-	-
13	1	-	-	-	1	-	-	-	-	-
14	-	-	-	1	1	-	-	-	-	-
15--+	-	-	-	2	2	1	-	-	-	1
TOTAL	28	0	5	6	39	27	0	3	0	30
						38	3	8	17	66

\*M/L - Male-Lay  
M/R - Male-Religious  
F/L - Female-Lay  
F/R - Female-Religious



Career patterns of elementary school principals. When the career patterns of elementary school principals were studied (Tables XL and XLI) both within the profession and then again within the E.S.S.S., it appeared that while in the profession the pattern of the majority conformed to the two patterns: teacher--principal and teacher--vice-principal--principal. The same situation arose with their career in the separate system with but one exception. Female-religious principals, for the most part, had moved through the pattern of teacher-principal while in the profession whereas upon entering the separate system, the majority moved directly into the principalship. The tables also show that the principals followed a wide variety of patterns while within the profession. However, after they entered the system, the number of different patterns followed was considerably reduced.

Career patterns of secondary school principals. In analyzing the patterns of the secondary school principals (Tables XLII and XLIII) a slight difference was noted in the paths which they took as compared to the elementary school principals.

The number of paths followed by the secondary principals within the system amounted to five as compared to four by the elementary principals. The majority of the secondary principals followed two patterns more than any other. They were: 1) teacher--vice-principal--principal and 2) principal. It was observed that the pattern, teacher--vice-principal--principal was common with both groups. However, the difference lay in that the pattern of principal was as equally common as the teacher--vice-principal--principal route with the secondary principals while the route teacher--principal had the second highest



TABLE XL  
CAREER PATTERNS OF ELEMENTARY SCHOOL PRINCIPALS  
WITHIN THEIR PROFESSION

Career Pattern*	M/L	M/R	F/L	F/R	Total	Per Cent
P	-	-	1	-	1	3.1
VP-P	1	-	-	-	1	3.1
T-P	6	-	4	4	14	43.8
T-VP-P	7	-	2	-	9	28.1
T-P-VP-P	-	-	-	1	1	3.1
T-P-T-P	1	-	-	1	2	6.2
P-VP-P	1	-	-	-	1	3.1
T-VP-T-VP-T-VP-P	-	-	1	-	1	3.1
T-P-T-VP-P	1	-	-	-	1	3.1
TOTAL	18	-	18	6	32	100.0

\* P - Principal  
VP - Vice-Principal  
T - Teacher

TABLE XLI  
CAREER PATTERNS OF ELEMENTARY SCHOOL PRINCIPALS  
WITHIN THE E.S.S.S.

Career Pattern	M/L	M/R	F/L	F/R	Total	Per Cent
P	1	-	2	4	7	21.9
VP-P	4	-	-	-	-	12.5
T-VP-P	6	-	3	-	9	28.1
T-P	7	-	3	2	12	37.5
TOTAL	18	-	8	6	32	100.0





TABLE XLII

CAREER PATTERNS OF SECONDARY SCHOOL PRINCIPALS  
WITHIN THEIR PROFESSION

Career Pattern	M/L	M/R	F/L	F/R	Total	Per Cent
P	-	1	-	-	1	7.7
T-P	1	-	-	2	3	23.0
T-VP-P	4	-	-	-	4	30.8
VP-P-VP-P	1	-	-	-	1	7.7
T-VP-T-P	-	1	-	-	1	7.7
P-VP-T-VP-P	1	-	-	-	1	7.7
T-P-T-P	-	1	-	-	1	7.7
T-P-VP-P	1	-	-	-	1	7.7
TOTAL	8	3	-	2	13	100.0

TABLE XLIII

CAREER PATTERNS OF SECONDARY SCHOOL PRINCIPALS  
WITHIN THE E.S.S.S.

Career Pattern	M/L	M/R	F/L	F/R	Total	Per Cent
P	-	3	-	1	4	30.8
VP-P	2	-	-	-	2	15.4
T-VP-P	4	-	-	-	4	30.8
T-P	1	-	-	1	2	15.4
VP-T-VP-P	1	-	-	-	1	7.7
TOTAL	8	3	-	2	13	100.0



number of occupants of elementary principals.

A similarity existed between the career patterns of both groups while in the profession. A rich variety of patterns was also followed by the secondary principals and the two most common patterns were again the teacher--principal and the teacher--vice-principal--principal routes.

Career patterns of elementary-junior high school principals.

As was the case with the above two levels of school principals, the elementary-secondary school principals also had a wide variety of career patterns within the profession (Table XLIV). Here too, the most frequently followed patterns were the routes: 1) teacher--principal and 2) teacher--vice-principal--principal. Again, after entering the system (Table XLV) the number of patterns followed were reduced to five, the same as the secondary principals. The two most followed patterns were: 1) teacher--vice-principal--principal and 2) principal. A similar situation also existed with the secondary principals.

In comparing the three categories, it was found that the elementary principals had a richer variety of career patterns than the other two before entering the E.S.S.S. However, after entering the E.S.S.S., the number of routes followed by the elementary principals was less than the other two groups.

Survival rates of principals within the system. The number of principals employed per year, for the past nineteen years, by the E.S.S.S. was obtained from the central office of that system. That number and those who were still serving as principals were depicted in Table XLVI. When the number of survivors in 1968-69 were studied, it was found that from 1965 on back to 1951 the number of principals who



TABLE XLIV

CAREER PATTERNS OF ELEMENTARY-JUNIOR HIGH SCHOOL  
PRINCIPALS WITHIN THE PROFESSION

Career Pattern	M/L	M/R	F/L	F/R	Total	Per Cent
T-P	1	-	-	6	7	33.3
T-P-VP-P	1	-	-	-	1	4.8
P-VP-T-P	-	-	-	1	1	4.8
T-VP-P	7	-	-	-	7	33.3
T-VP-T-VP-P	1	-	-	-	1	4.8
T-P-T-P-VP-T-VP-P	1	-	-	-	1	4.8
T-P-T-P	-	-	-	2	2	9.6
T-P-VP-T-VP-P	1	-	-	-	1	4.8
TOTAL	12	-	-	1	21	100.0

TABLE XLV

CAREER PATTERNS OF ELEMENTARY-JUNIOR HIGH SCHOOL  
PRINCIPALS WITHIN THE E.S.S.S.

Career Pattern	M/L	M/R	F/L	F/R	Total	Per Cent
P	2	-	-	6	8	38.1
VP-P	-	-	-	-	-	-
T-VP-P	9	-	-	-	9	42.6
T-P	-	-	-	3	3	14.3
VP-T-VP-P	1	-	-	-	1	4.8
TOTAL	12	-	-	1	21	100.0





TABLE XLVI

SURVIVAL RATES OF PRINCIPALS WITHIN  
THE EDMONTON SEPARATE SCHOOL SYSTEM OVER A NINETEEN YEAR PERIOD

NUMBER OF PRINCIPALS BEGINNING EACH YEAR																	NUMBER OF SURVIVORS IN 68-69		Per Cent	
50-51	51-52	52-53	53-54	54-55	55-56	56-57	57-58	58-59	59-60	60-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68			
26																		6	23.1	
26																		6	23.1	
	30																	7	23.4	
		31																8	25.8	
			31															9	29.0	
				33														9	27.3	
					36													11	30.6	
						40												13	32.5	
							41											15	36.6	
								42										18	42.9	
									46									19	41.3	
										47								21	44.7	
											51							26	50.9	
												54						25	46.3	
													63					28	44.5	
														63				36	57.1	
															69			47	68.1	
																71		54	76.1	

NUMBER OF SCHOOLS																			
26	26	30	31	31	31	33	36	40	41	42	46	47	51	54	63	63	69	71	



remained began to decrease slowly but constantly. On the other hand, the number of survivors sharply increased from 1965 to 1968.

Growth of staff differentiated by sex and civil status. Table XLVII provides evidence that the number of male-lay principals has been constantly increasing from 1950. Between 1964 and 1969 their numbers have almost tripled; yet the number of schools only increased by approximately one-third of the number of schools held by the system in 1964. Female-religious principals have also increased in number since 1950. However, after 1965, their numbers have been declining. The number of male-religious and female-lay principals has been relatively stable over the past nineteen years.

Replacement of principals by school year within the E.S.S.S. Table XLVIII illustrates the various types of replacements as they occurred over the last eighteen years within the E.S.S.S. For example: the school year, 1963-64, saw 9 new appointments to the system, 1 principal transferred to another school, and 1 principal had returned to the system after an absence of 1 or 2 years. Hence the total replacement of 11 principals for the beginning of that school term. It also shows that 81.8 per cent of the total replacement for that year were new appointments; 9.1 per cent were transfers to new schools, and 9.1 per cent were principals returning after an absence of 1 or 2 years. Total replacement equalled 20.4 per cent of the principal population. The table also reveals that, for the most part, the annual replacement of the system's principals over the last eighteen years has ranged from approximately one-fifth to one-third. It also reveals that as the system grew the number of replacements tended to follow.



TABLE XLVII

GROWTH OF STAFF FROM 1950 TO 1969  
DIFFERENTIATED BY SEX AND CIVIL STATUS

Year	M/L	Per Cent	M/R	Per Cent	F/L	Per Cent	F/R	Per Cent	No. of Schools
1950-51	1	3.8	1	3.8	5	19.2	19	73.1	26
1951-52	1	3.8	1	3.8	4	15.4	20	76.9	26
1952-53	-	-	1	3.3	5	16.7	24	80.0	30
1953-54	-	-	1	3.2	5	16.1	25	80.6	31
1954-55	1	3.2	1	3.2	5	16.1	24	77.4	31
1955-56	2	6.1	1	3.0	6	18.9	24	72.7	33
1956-57	3	8.3	1	2.8	8	22.2	24	66.7	36
1957-58	6	15.0	1	2.5	9	22.5	24	60.0	40
1958-59	7	17.1	1	2.4	9	21.9	24	58.5	41
1959-60	8	19.0	1	2.4	9	21.4	24	57.1	42
1960-61	9	19.6	2	4.3	10	21.7	25	54.3	46
1961-62	11	23.4	2	4.3	9	19.1	25	53.2	47
1962-63	14	27.5	2	3.9	10	19.6	25	49.0	51
1963-64	14	25.9	3	5.6	10	18.5	27	50.0	54
1964-65	21	33.3	3	4.8	10	15.9	29	46.0	63
1965-66	26	41.3	3	4.8	9	14.3	25	39.7	63
1966-67	32	46.4	4	5.8	9	13.0	24	34.8	69
1967-68	39	54.9	3	4.2	7	9.9	22	30.9	71
1968-69	40	56.3	3	4.2	9	12.7	19	26.8	71





TABLE XLVIII  
REPLACEMENT OF PRINCIPALS BY SCHOOL YEAR  
WITHIN THE E.S.S.S.

Number of	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
New Appoint- ments	3 60.0	6 66.6	4 66.6	8 88.9	6 100	7 100	9 90.0	6 85.7	2 100	5 100	7 77.8	11 84.6	9 81.8	16 88.9	13 76.5	18 66.6	11 73.3	16 69.6
Transfers to New Schools	2 40.0	3 33.3	1 16.6	- -	- -	- -	1 10.0	1 14.3	- -	- -	2 22.2	1 7.7	1 9.1	1 5.5	2 11.8	4 14.8	2 13.3	6 26.1
Principals Re- turning to Principalship After One or Two Years	- -	- -	1 16.6	1 11.1	- -	- -	- -	- -	- -	- -	- -	1 7.7	1 9.1	1 5.5	2 11.8	5 18.5	2 13.3	1 4.3
Total Replace- ment	5 19.2	9 30.0	6 19.4	9 29.0	6 18.2	7 19.4	10 25.0	7 17.1	2 4.8	5 10.9	9 19.1	13 25.5	11 20.4	18 28.6	17 26.9	27 39.1	15 21.1	23 32.4
Total Number of Schools	26	30	31	31	33	36	40	41	42	46	47	51	54	63	63	69	71	71



Table XKIX illustrates the data in Table XLVIII in graph form.

Graphic presentation of the career patterns of the principals.

A graphic presentation of the career patterns of the principals has been included in Appendix A. These graphs present a compact summary of the data presented in the preceding pages. A description of how the graphs should be read, is also included.

#### IV. SUMMARY

It was found that within the group studied, the majority had their initial work period within the teaching profession and remained in the profession through to their stable work period. During their trial and stable periods there was a gradual movement into administrative positions.

The majority of the principals reported that they were teachers outside the system prior to their appointment as teacher with the system. However, twenty-seven of the principals were never initially appointed as teachers with the system.

Prior to becoming appointed as vice-principal the majority of those who reported being a vice-principal with the system also reported that they were teachers with the system. However, thirty-six of the principals were never vice-principals with the system.

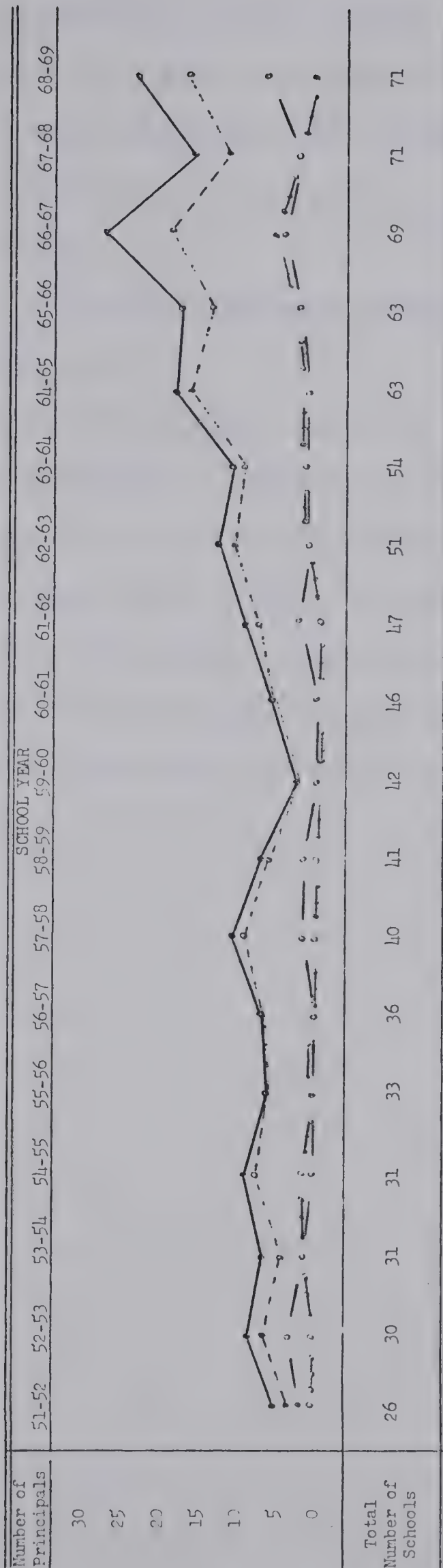
Prior to becoming principal, the majority of the principals were within the system either as a teacher or vice-principal. However, one-third of the principals were appointed from outside the system.

The greatest influx of the respondents into the system occurred between 1961 and 1964, with the greatest movement of these into the principalship occurring between 1964 and 1968.

There was a rich variety of career patterns held by the



TABLE XLIX  
GRAPHIC PRESENTATION OF REPLACEMENT OF PRINCIPALS  
BY SCHOOL YEAR WITHIN THE E.S.S.S.



Legend:  
 Total Replacement  
 New Appointments  
 Transfers to  
 New Schools  
 Principals Returning  
 to Principalship  
 After 1 or 2 Years





principals within the profession but the two most popular were those of: teacher--principal and teacher--vice-principal--principal. However, within the system, the number of career patterns narrowed considerably and the most popular patterns were: principal and teacher--vice-principal--principal.

The majority of the principals spent from one to five years in a position before advancement.

In comparing the three groups, elementary, elementary-junior high, and secondary school principals, it was found that the elementary school principals had a richer variety of career patterns while in the profession but followed fewer routes to obtain the principalship while in the system than the other two groups. Both elementary-junior high and secondary principals were fairly stabilized into two patterns, whereas the elementary principals were scattered fairly evenly throughout their various patterns.



## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY OF THE PROBLEM AND RESEARCH DESIGN

The problem. The growth of large school systems in recent years has posed some problems to the teacher, one of which is advancement. A teacher in such school systems may find it difficult to acquire the knowledge of the routes that he will have to take before becoming a principal.

It was the purpose of this study to investigate the problem of how the principals of one large urban separate school system achieved their present positions. In order to study this problem, a survey was made of the personal and professional backgrounds of the principals, the career patterns which they followed, and on the basis of the data obtained attempted to draw some conclusions in order to provide some information to enable this problem to be overcome.

Methodology. The population for this study consisted of all principals within the Edmonton Separate School System. Of the seventy-one questionnaires mailed, sixty-six were completed and returned in the stamped self-addressed envelope provided.

The questionnaire which was used, was one developed by F. C. Thiemann for a longitudinal study of the career patterns of administrators in the Province of Alberta. Only those sections which provided information concerning the principals' demographic characteristics, professional background, and career patterns were used. Data contained in the questionnaire responses were tabulated and analyzed to yield the



number responding, the percentage, or mode, depending on the category being reported.

For purposes of comparison the principals were divided into four categories: male-lay, male-religious, female-lay, and female-religious.

## II. SUMMARY OF THE FINDINGS AND CONCLUSIONS

1. Summary. The majority of the principals were male-lay personnel. They were married, with most having a number of dependents ranging from one to five. Through the years, as the system has grown, male-lay dominance had increased. Religious personnel, both male and female, were the next largest category occupying the principalship. However, their proportion has been slowly decreasing as the system has grown.

Conclusion. The proportion of married, male-lay principals have tended to increase, and as a result, if this trend continues, the proportion of religious principals will continue to decrease.

2. Summary. A minority of the lay principals within the system were female personnel. The majority of them were single, and their length of tenure with the system ranged from one to thirty-one years and over. Their numbers have remained relatively constant over the years.

Conclusion. The female-lay principals of the future may continue to be single, career bound individuals. However, their numbers should tend to remain proportionally constant.

3. Summary. Evidence indicates that the majority of the male-lay principals were appointed to their positions within the system with from zero to fifteen years of experience in education. On the other hand, a majority of the male-religious, female-lay, and female-religious principals were appointed to their positions with sixteen or more years





experience in education.

Conclusion. Male-lay principals will tend to be appointed to administrative positions younger (initially between 28 and 39 years of age) with less experience in education than will the other three categories. Male-religious, female-lay, and female-religious principals may tend to remain in non-administrative positions or in administrative positions outside the system longer before advancement.

4. Summary. The majority of the principals possessed a Bachelor of Education degree or a Bachelor of Arts and a Bachelor of Education degree. Of those principals that possessed a Graduate degree or diploma, the majority are male-lay and female-religious personnel. The male-lay principals were tending to achieve their Graduate degree at an earlier age than the other three groups.

Conclusion. Principals of the future may require at least two degrees, (B.A., B.ED. or equivalent) and with the trend towards further education may soon require a Graduate degree or diploma.

5. Summary. Most of the principals majored in either English or Social Studies. Only male-lay principals had any specialization in the math-science fields. One male-lay principal had specialized in physical education.

Conclusion. Personnel, with specialization in any of the four basic fields of study, will tend to be selected for the principalship. Personnel with specialization in physical education will tend not to be selected for administrative positions.

6. Summary. Male-lay principals held positions in all school levels within the system. Male-religious principals occupied high-school posts only. Female principals (both lay and religious) were found almost completely in the elementary and elementary-junior high school levels.

Conclusion. The E.S.S.S. has a large number of schools which can be classified as joint-level schools. That is, elementary-junior high, and junior high-senior high. For male-lay principals, who are promotion oriented, experience at two



levels would be an asset for further advancement. If the trend continues, then female-lay and female-religious principals will continue to be appointed to the elementary and elementary-junior high school levels. Male-religious principals should continue being appointed to the high-school level only.

7. Summary. The majority of the principals had their initial, trial, and stable work periods within the profession. The younger principals had their initial work period within the profession and have remained, whereas, the older principals tended to fluctuate in and out of the profession.

Conclusion. The principal of the future will tend to initiate his career with the teaching profession and will remain in that profession. The late arrivals into the profession and the irregulars (those who fluctuate in and out of the profession) should decline in the future.

8. Summary. Approximately one-third of the principals within the E.S.S.S. have been appointed to that position from outside the system. The majority of these, however, were religious personnel. Of the male-lay principals that followed this route, all were appointed prior to 1963. All female-lay principals reported following a similar pattern were appointed prior to 1961, with the exception of one.

Conclusion. As the system increases in size, the direct entry of personnel into the principalship from outside the system may decline.

9. Summary. A wide variety of career patterns was experienced by the principals during their careers within the profession. However, as they entered the system, the number of variations of patterns was sharply reduced to five.

Conclusion. The number of patterns followed by the principals within the E.S.S.S. may continue to be reduced as the older principals, both lay and religious, gradually leave the system.





10. Summary. It was found that while within the system, the secondary and elementary-junior high school principals were stabilized into two of their five patterns. That is: 1) principal, and 2) teacher--vice-principal--principal. Elementary principals, however, were not stabilized in any one or two specific patterns. Of the former two groups, the majority of the principals, who followed the principal route, were religious personnel.

Conclusion. As was stated above, (Conclusion 9), as the older principals gradually leave the system, the number of career patterns within the system may decline. Two patterns may emerge as the routes which will be taken by the majority of the principals within the system. They are: 1) teacher--principal, and 2) teacher--vice-principal--principal. Elementary school principals, both male-lay and female-lay, as well as some female-religious may tend to follow either one of these two patterns. However, the elementary-junior high, and secondary principals may tend to follow solely the pattern of teacher--vice-principal--principal. Male-religious and most of the female-religious principals may continue to follow the teacher--principal, and principal patterns.

11. Summary. The majority of the principals reported that they had been in a position for one to five years prior to advancement. One exception to this is that most of the female principals had reported being a teacher for six years or longer before promotion. Such evidence would suggest that the system is growing rapidly, the staff is highly mobile, or both.

Conclusion. As the number of positions within an organization increase, the career patterns will become more complex, and these will require movement up through steps. Consequently the length of tenure, among positions leading to the principalship in the future, may range from one to five years. The majority of personnel should advance after three to four years of tenure in each position.

12. Summary. It was found that the majority of principals have occupied their present position for eight years or less. A minority have stayed longer.





Conclusion. Principals, after a tenure of eleven years or longer with the system, tend to leave their position as principal either because of retirement, movement into the central office, movement to a lower position in the hierarchy, exit from the system for a short period, or exit completely.

13. Summary. Evidence also indicates that the majority of the principals initiated their careers outside of the system. One-third had initiated their careers outside of the Province of Alberta.

Conclusion. Recruitment for the system of teaching staff will continue to go outside of the system and the province. However, recruitment of administrators from outside the system should decline as the system increases in size.

### III. RECOMMENDATIONS FOR FURTHER STUDY

From this study, which was designed to be an investigation of the career patterns of principals within the Edmonton Separate School System, the following areas of research are recommended for further study.

1. Although this study traced the career patterns of the principals, no effort was made to determine how they were selected. It is suggested that a study be done on the procedures and criteria used in selecting administrative personnel within the system.

2. One of the initial problems which prompted this study was the fact that in large urban systems, it is becoming more difficult for the Superintendent to know and recognize his prospective young administrators. A study could be made on the necessity of making oneself visible to the central office administrative personnel and the effects of this visibility on the chances of an individual being promoted.

3. Another study which could be carried out, would be a study to determine what qualities the professional staff, the community and



university personnel believe that future administrators should possess. Such a study would assist in determining the qualities and talents expected of administrators in the future and would also assist in the establishment of a definite set of criteria to be used in their selection.



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APPENDIX A  
GRAPHS



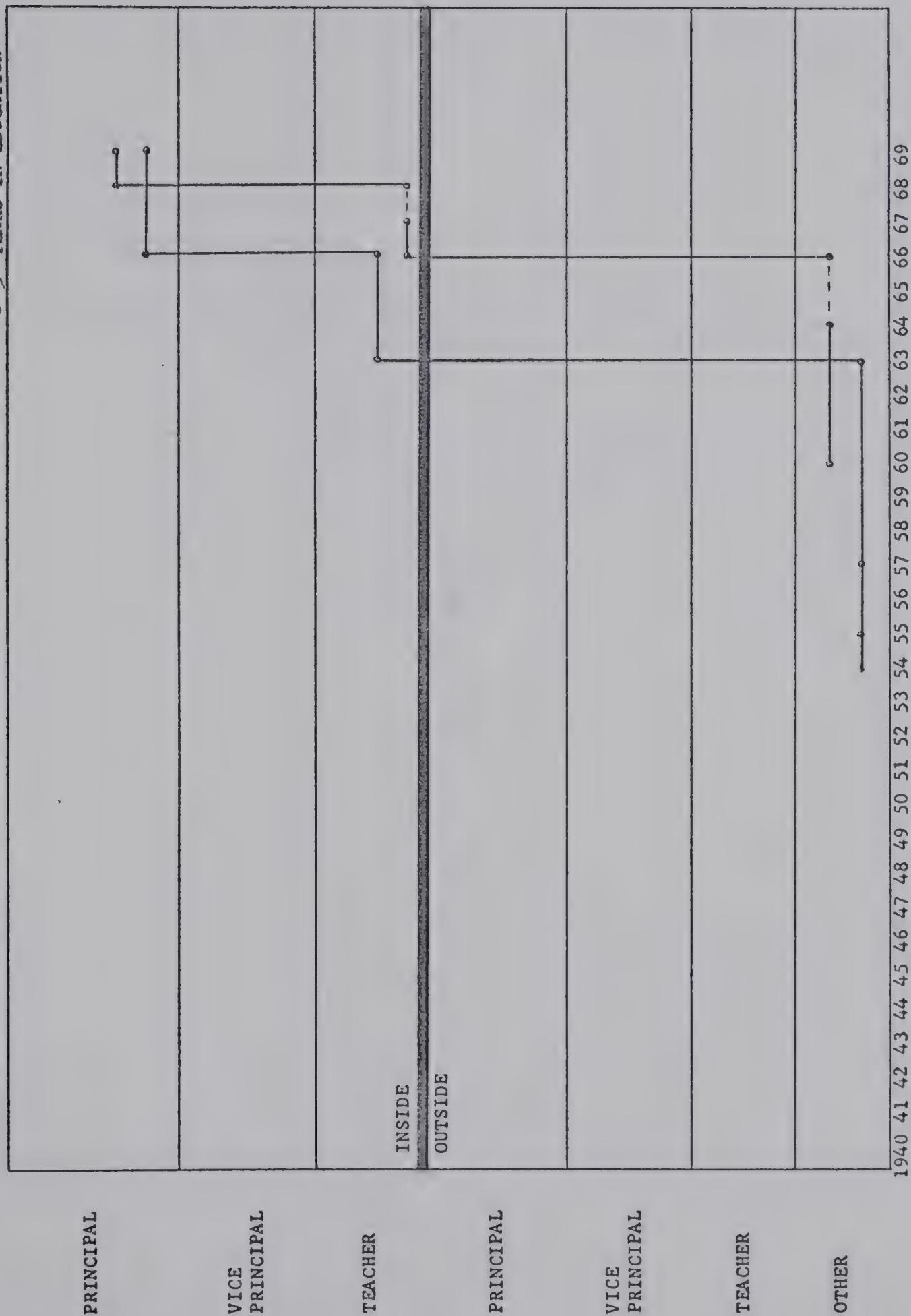
## GRAPHS

The graphs are divided into the four basic categories of male-lay, male-religious, female-lay, and female-religious principals. Each individual category is further subdivided into categories of number of years within the profession. The large dark line which cuts horizontally across the center of the graph represents the entering of the respondents into the system. Each dot along the career lines represents either the initiation or termination of a position. The dotted lines which in some cases break the career line represent further study at university. After each division, a graph showing the line of best fit is also presented which illustrates the typical path of the principals shown on the graphs preceding it. For purposes of simplicity, all career lines begin at 1940 or later.



CAREER PATTERNS

DIAGRAM 1-A  
MALE - LAY PRINCIPALS  
0-5 YEARS IN EDUCATION



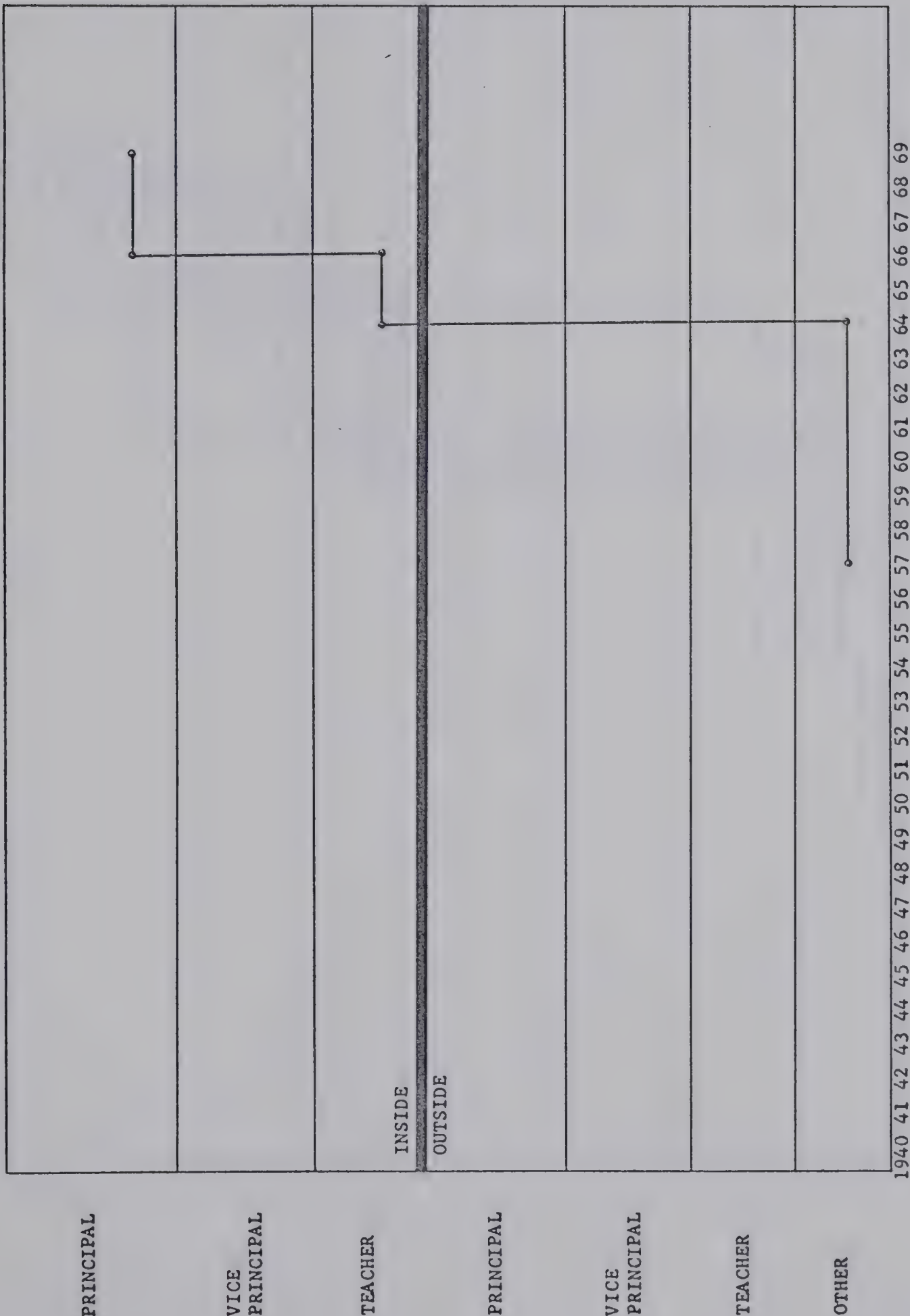




CAREER PATTERNS

DIAGRAM 1-B

MALE - LAY PRINCIPALS      LINE OF BEST FIT      0-5 YEARS IN EDUCATION

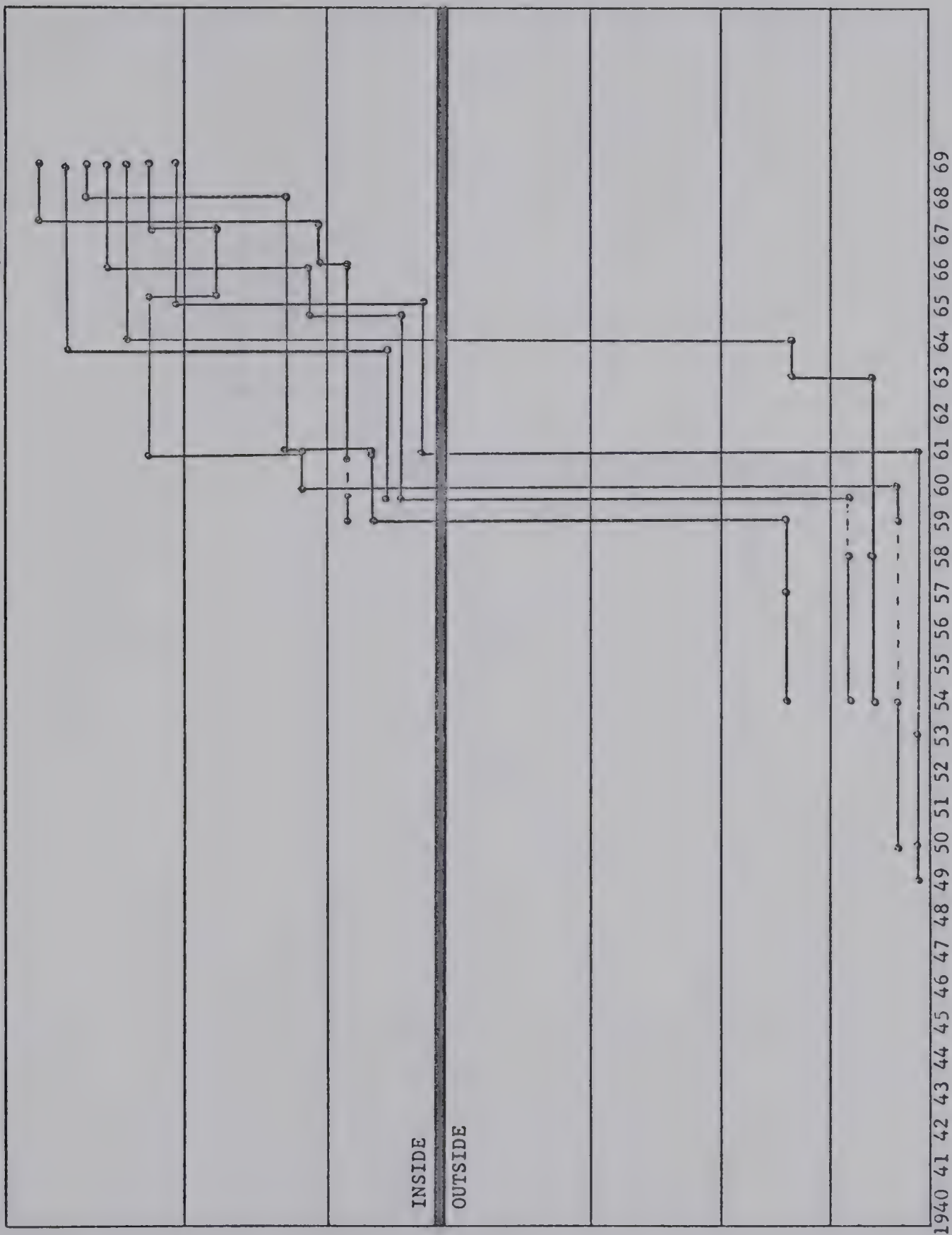




CAREER PATTERNS

DIAGRAM 2-A  
MALE - LAY PRINCIPALS

6-10 YEARS IN EDUCATION



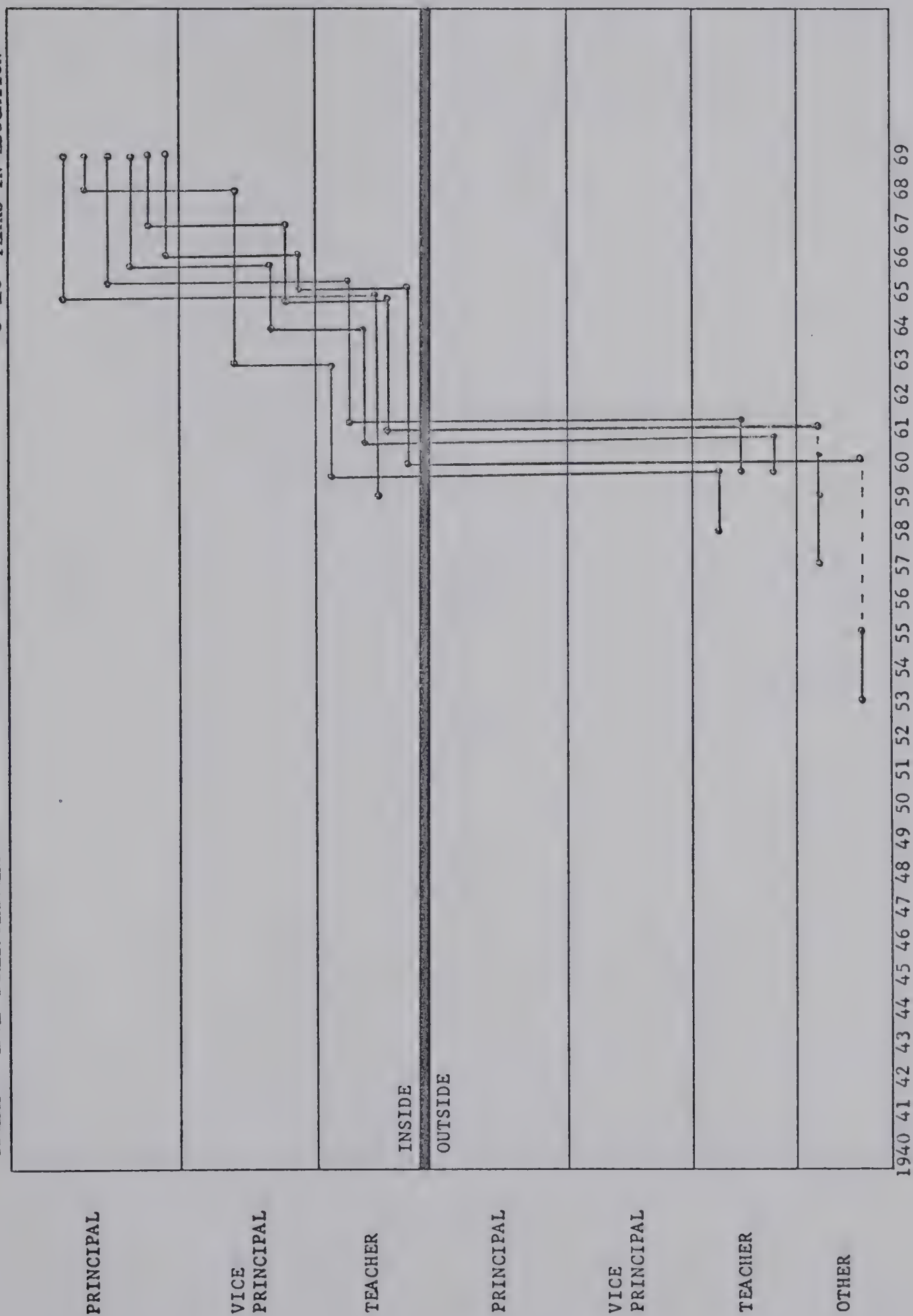


CAREER PATTERNS

DIAGRAM 2-B

MALE - LAY PRINCIPALS

6-10 YEARS IN EDUCATION



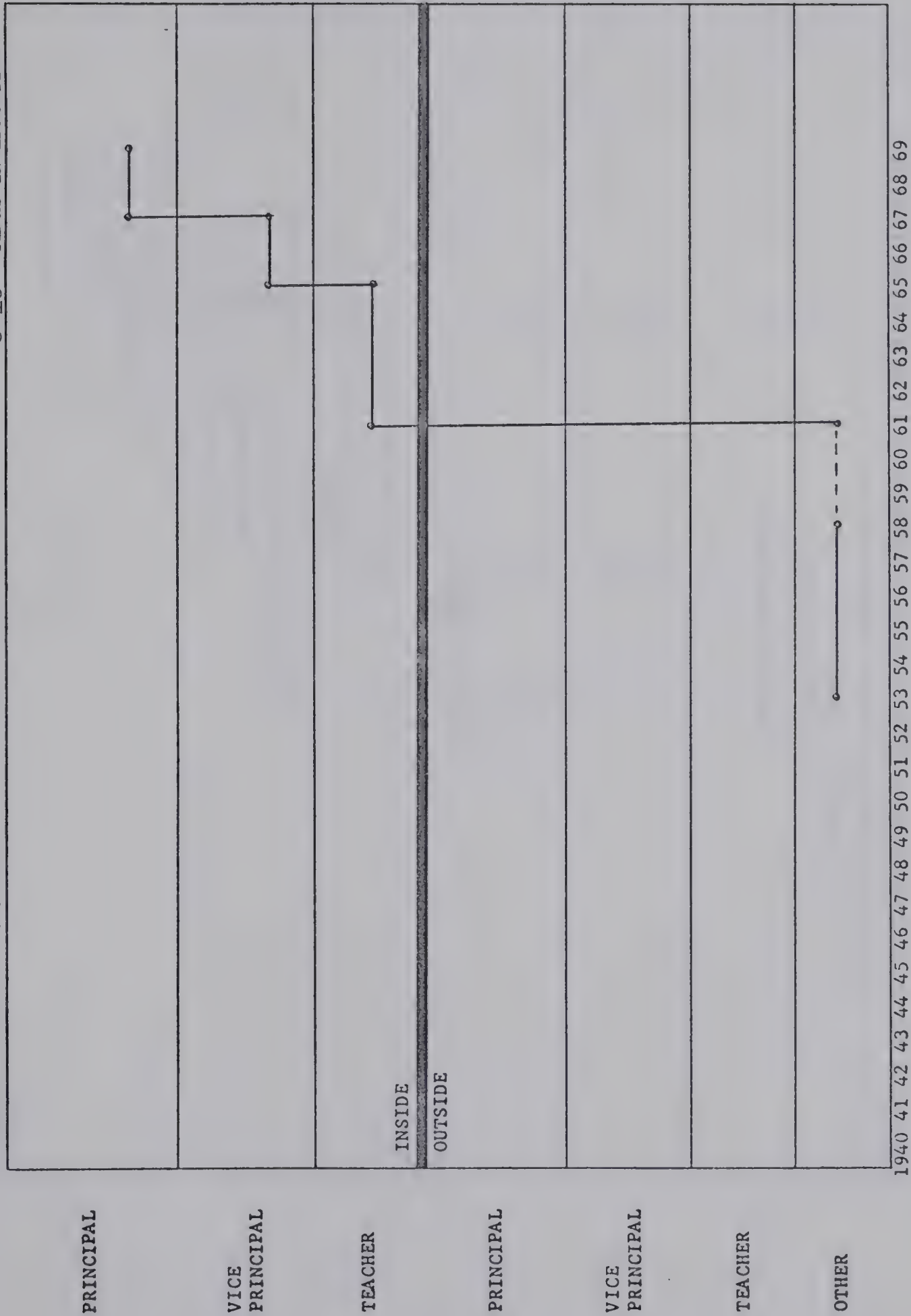




CAREER PATTERNS

DIAGRAM 2-C

MALE - LAY PRINCIPALS      LINE OF BEST FIT      6-10      YEARS IN EDUCATION



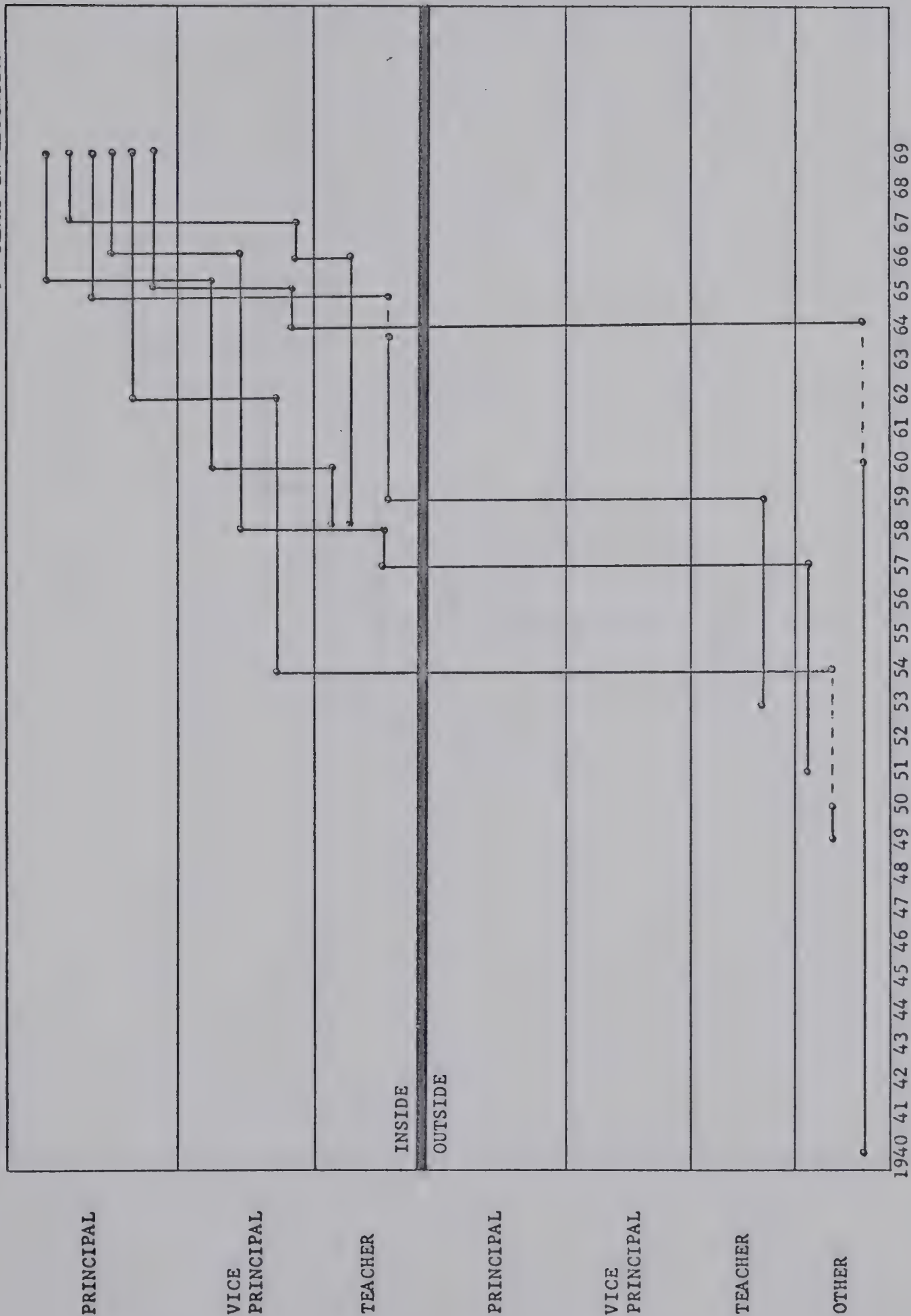


CAREER PATTERNS

DIAGRAM 3-A

MALE - LAY PRINCIPALS

11-15 YEARS IN EDUCATION





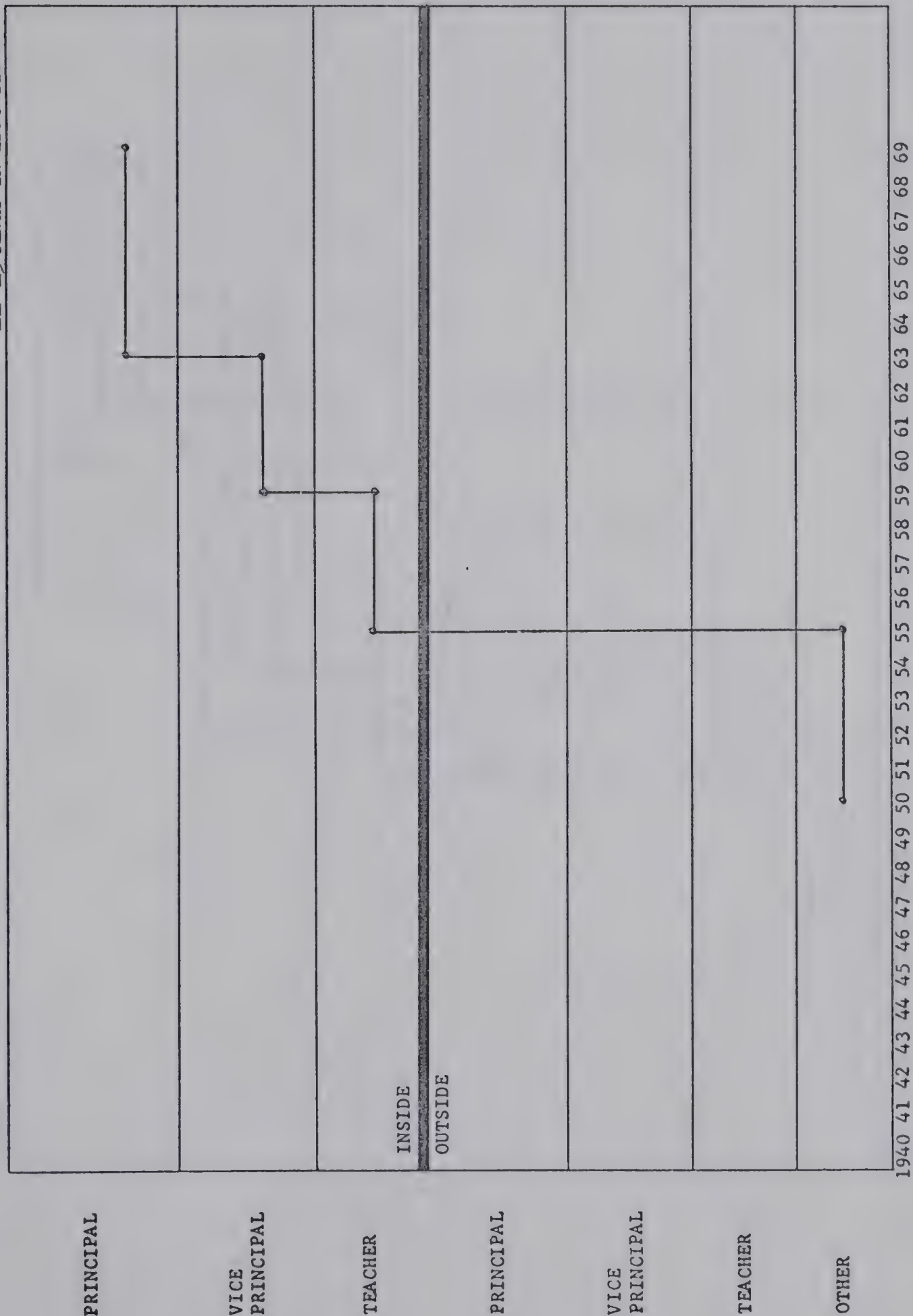
CAREER PATTERNS

DIAGRAM 3-B

MALE - LAY PRINCIPALS

LINE OF BEST FIT

11-15 YEARS IN EDUCATION



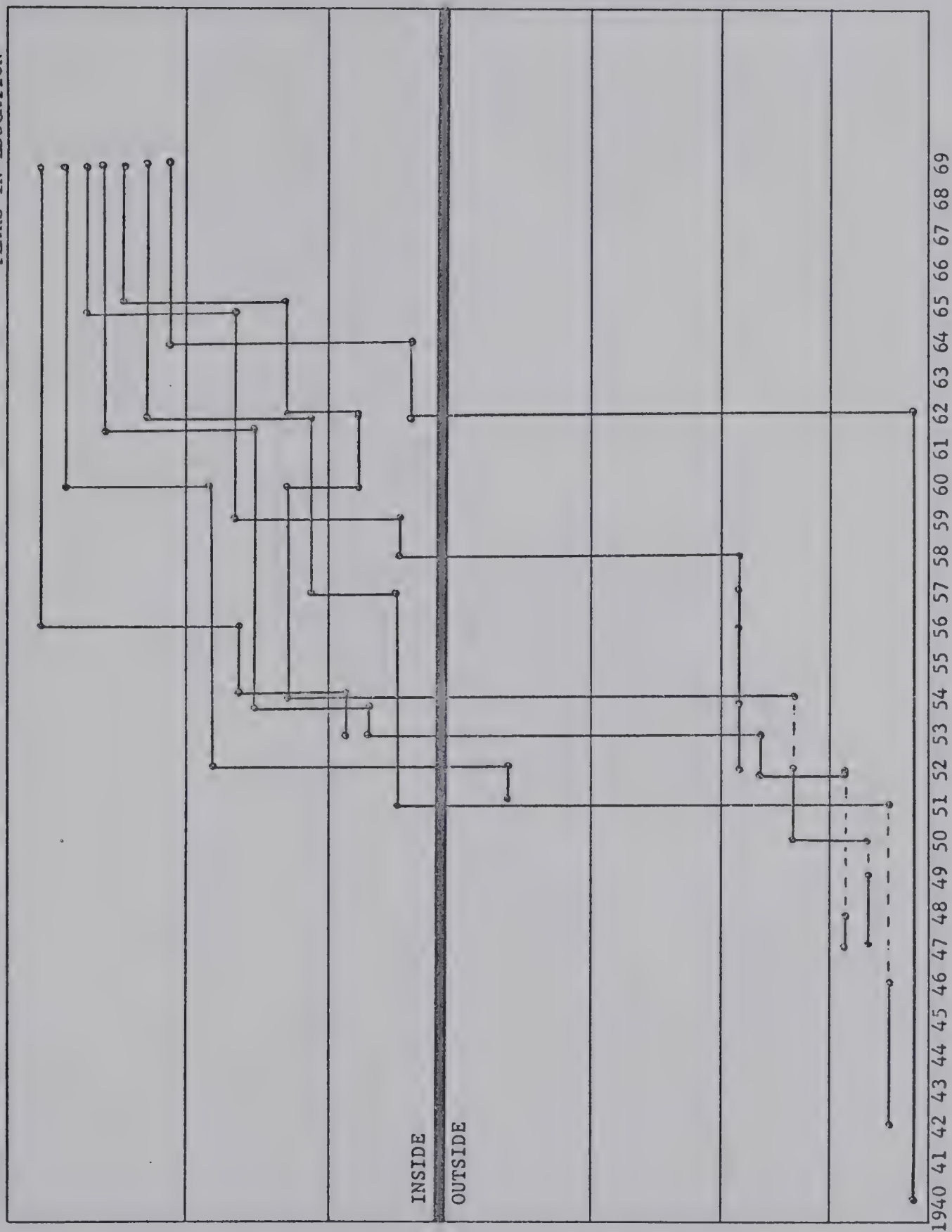




CAREER PATTERNS

DIAGRAM 4-A  
MALE - LAY PRINCIPALS

16-20 YEARS IN EDUCATION

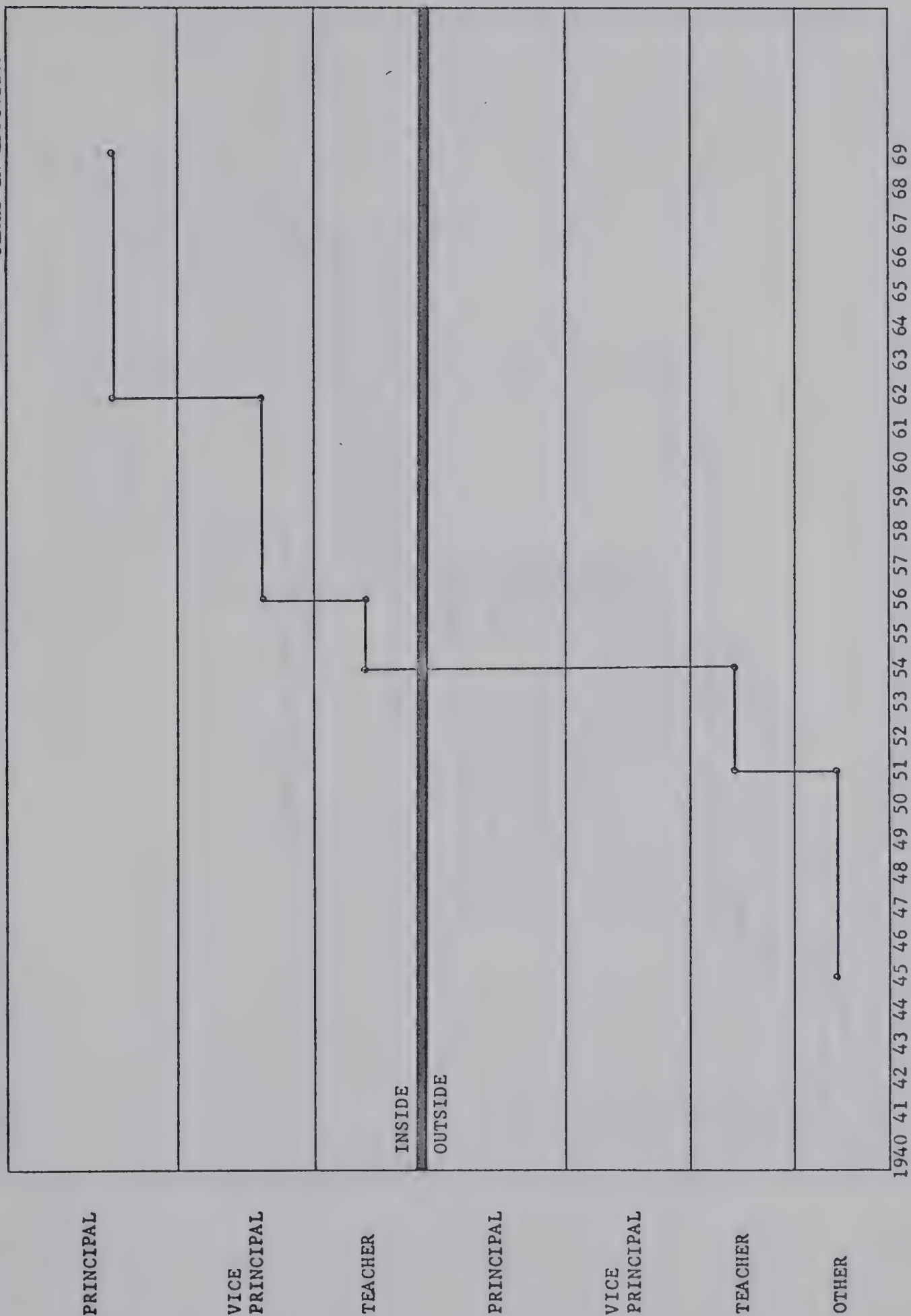




CAREER PATTERNS

DIAGRAM 4-B

MALE - LAY PRINCIPALS      LINE OF BEST FIT      16-20 YEARS IN EDUCATION

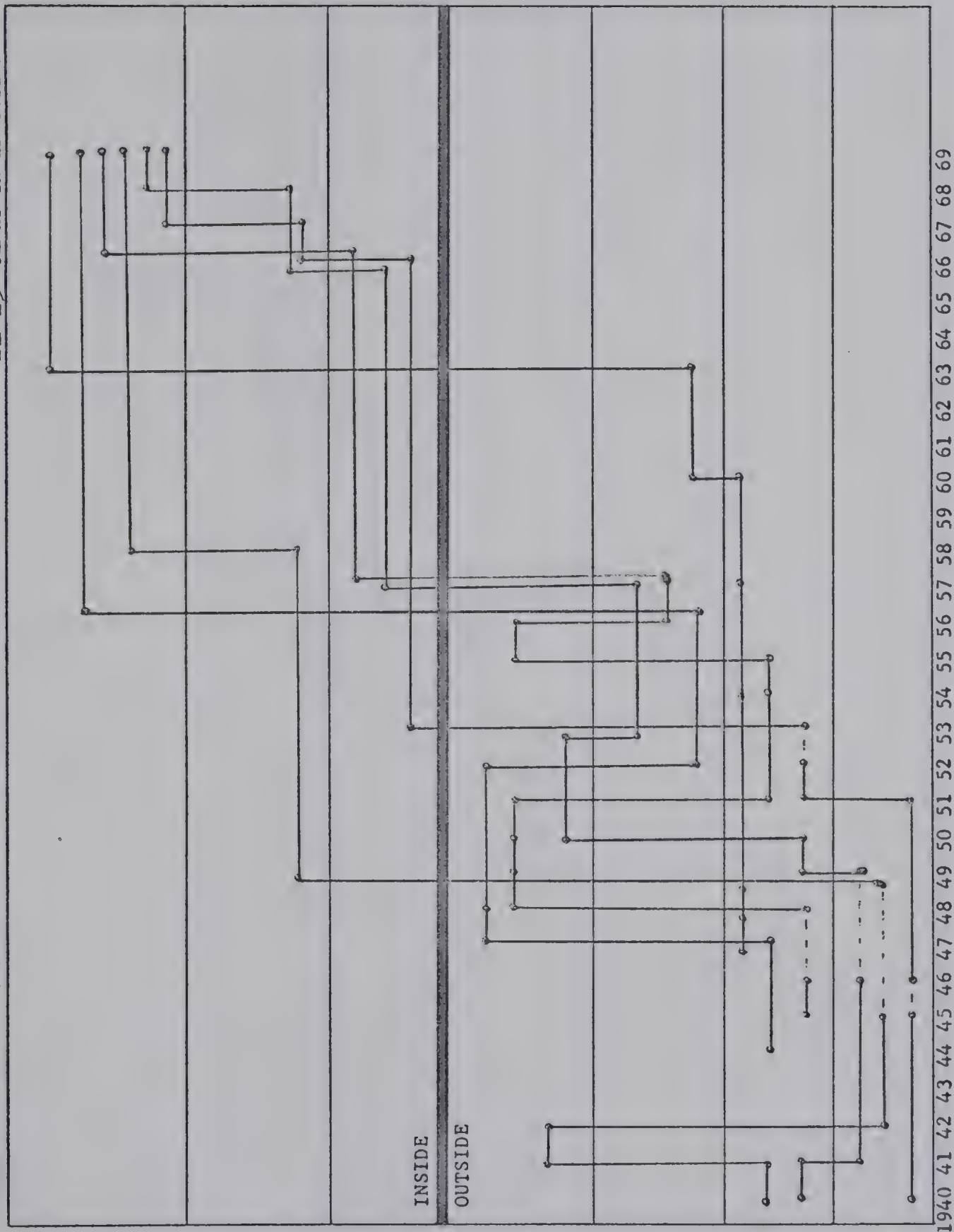




# CAREER PATTERNS

DIAGRAM 5-A

MALE - LAY PRINCIPALS      LINE OF BEST FIT      21-25 YEARS IN EDUCATION



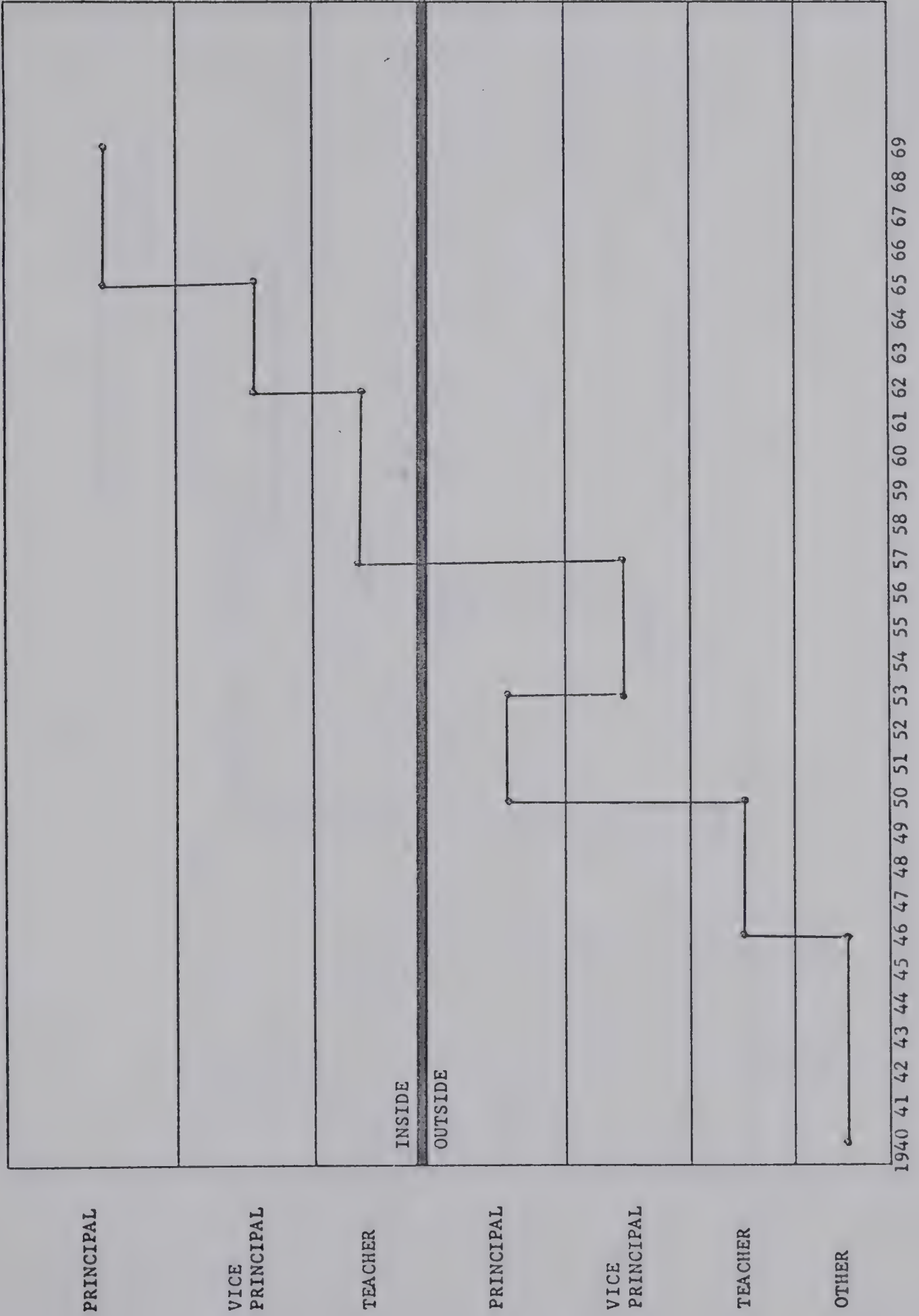




CAREER PATTERNS

DIAGRAM 5-B

MALE - LAY PRINCIPALS      LINE OF BEST FIT      21-25      YEARS IN EDUCATION



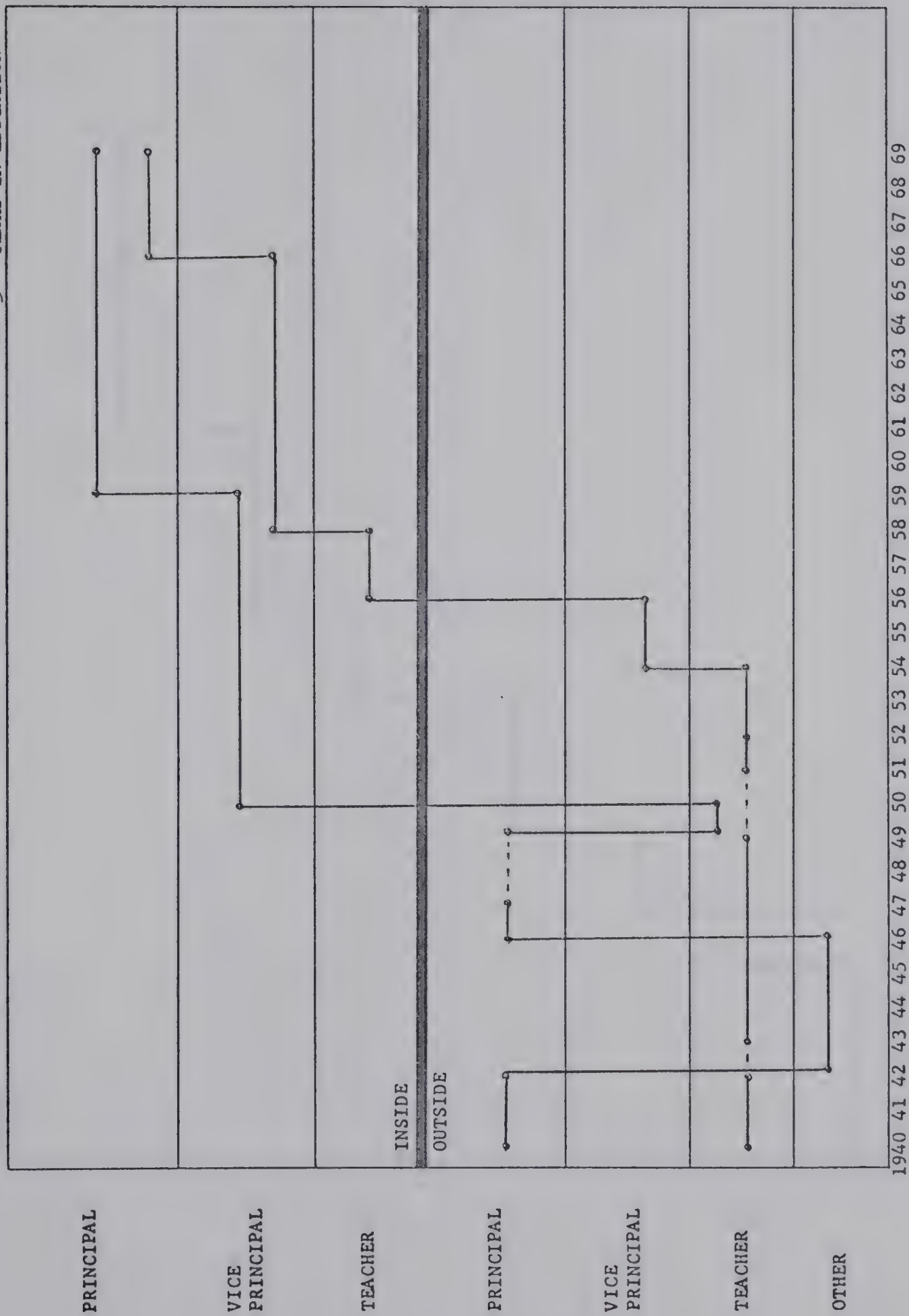


CAREER PATTERNS

DIAGRAM 6-A

MALE - LAY PRINCIPALS

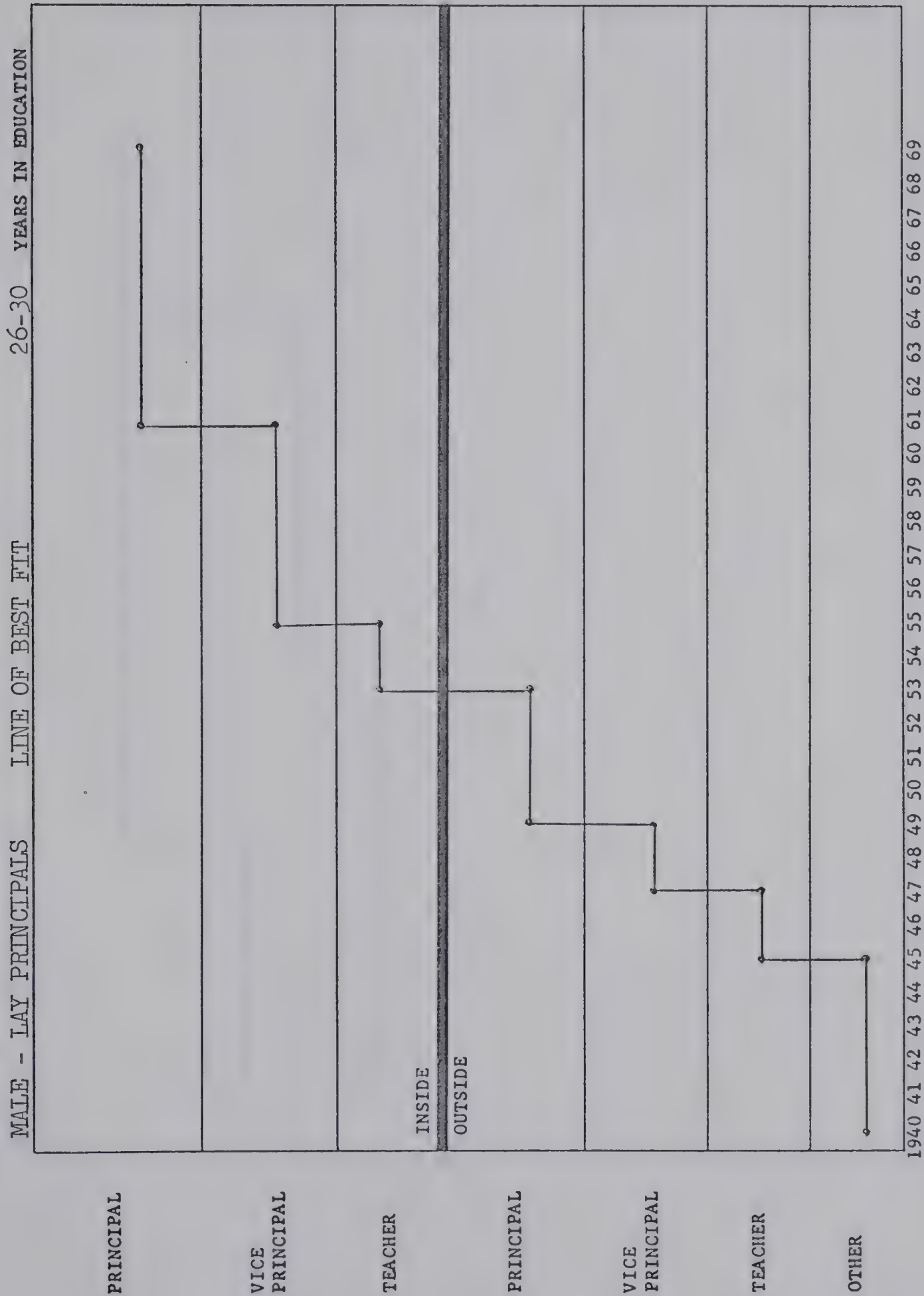
26-30 YEARS IN EDUCATION





CAREER PATTERNS

DIAGRAM 6-B





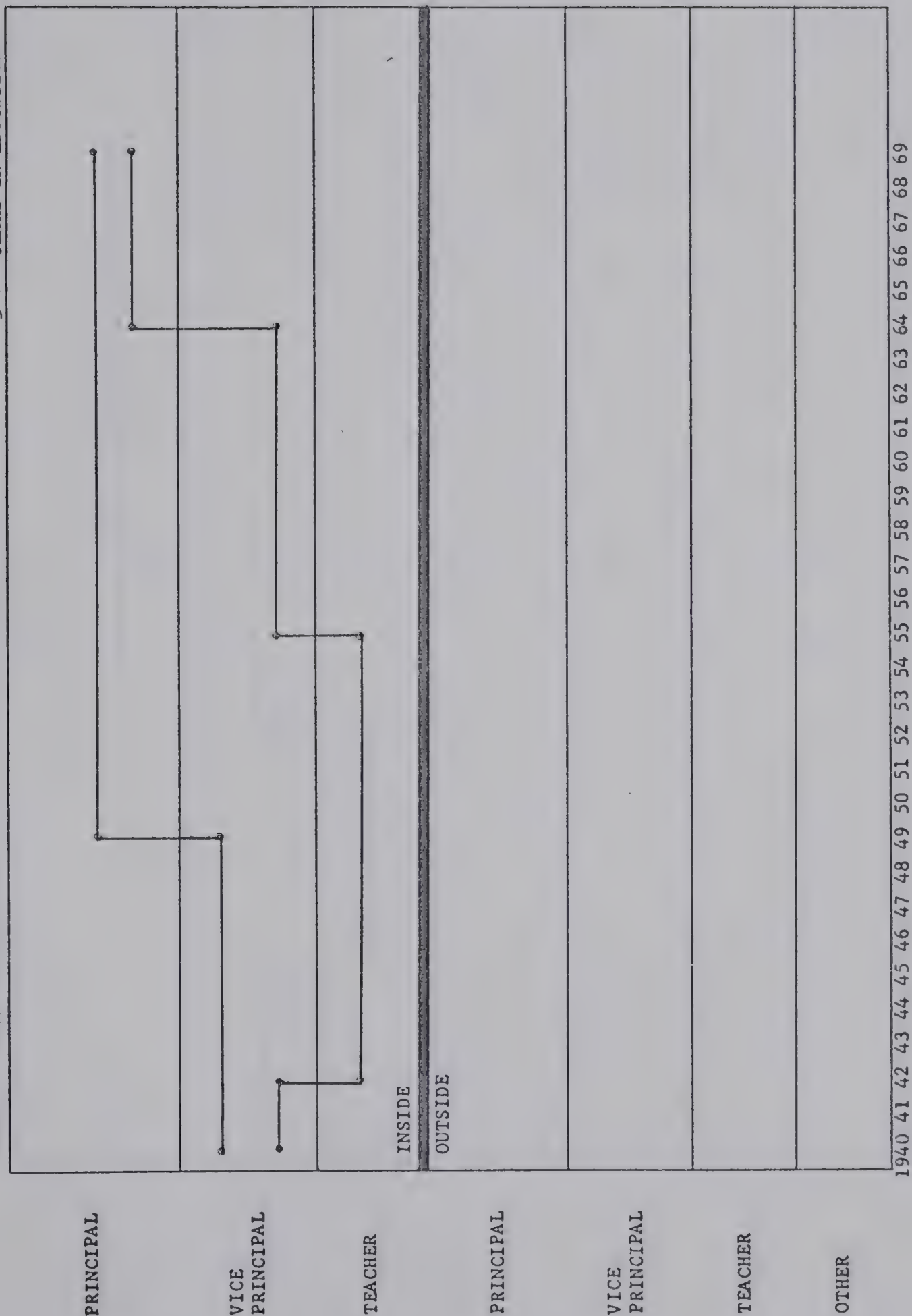


CAREER PATTERNS

DIAGRAM 7-A

MALE - LAY PRINCIPALS

31+ YEARS IN EDUCATION





CAREER PATTERNS

DIAGRAM 7-B

MALE - LAY PRINCIPALS      LINE OF BEST FIT      31+ YEARS IN EDUCATION

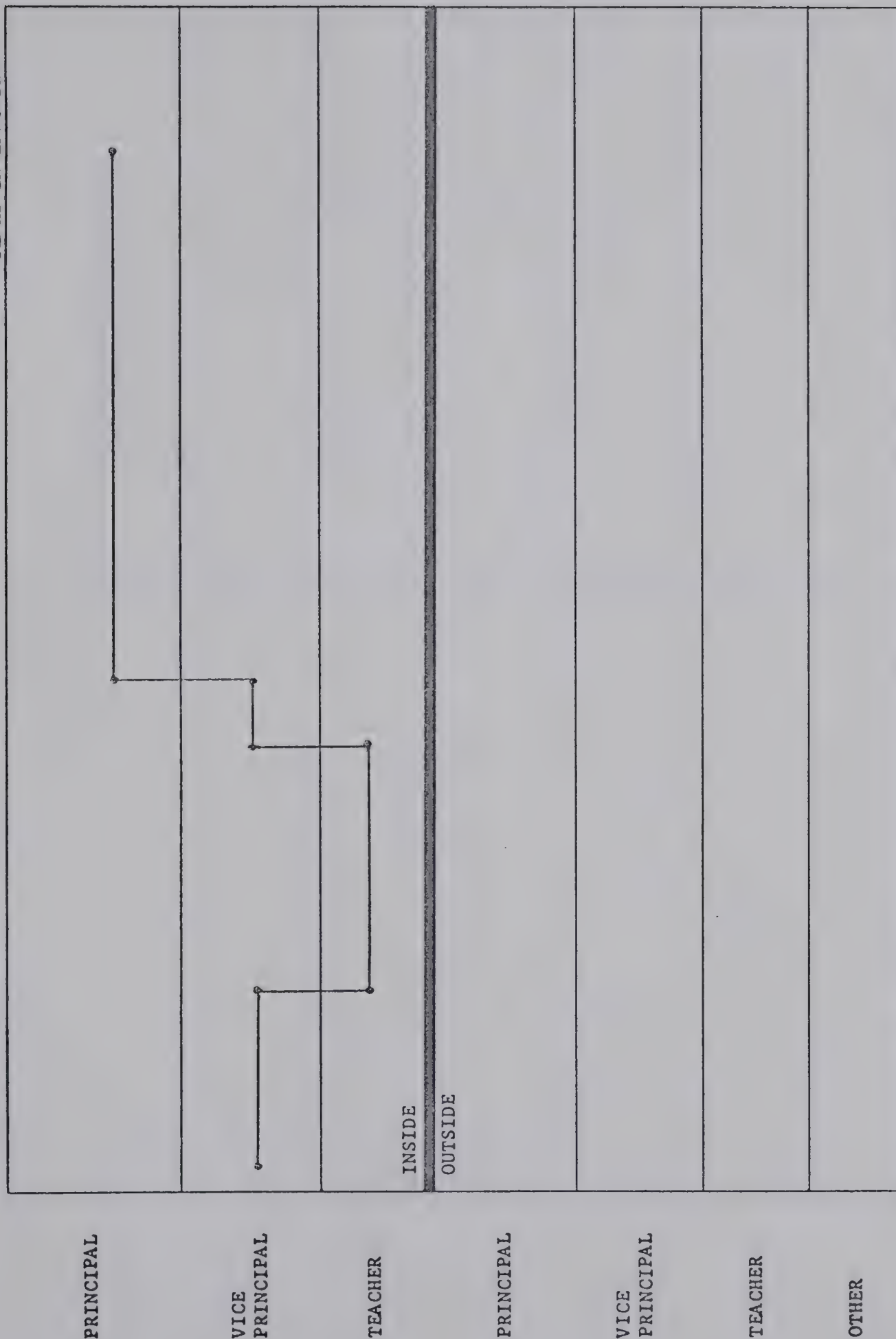




DIAGRAM 8		11-15 YEARS IN EDUCATION	
MALE - RELIGIOUS PRINCIPALS			
PRINCIPAL			
VICE PRINCIPAL			
TEACHER			
PRINCIPAL			
VICE PRINCIPAL			
TEACHER			
OTHER			

INSIDE

OUTSIDE

1940 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69



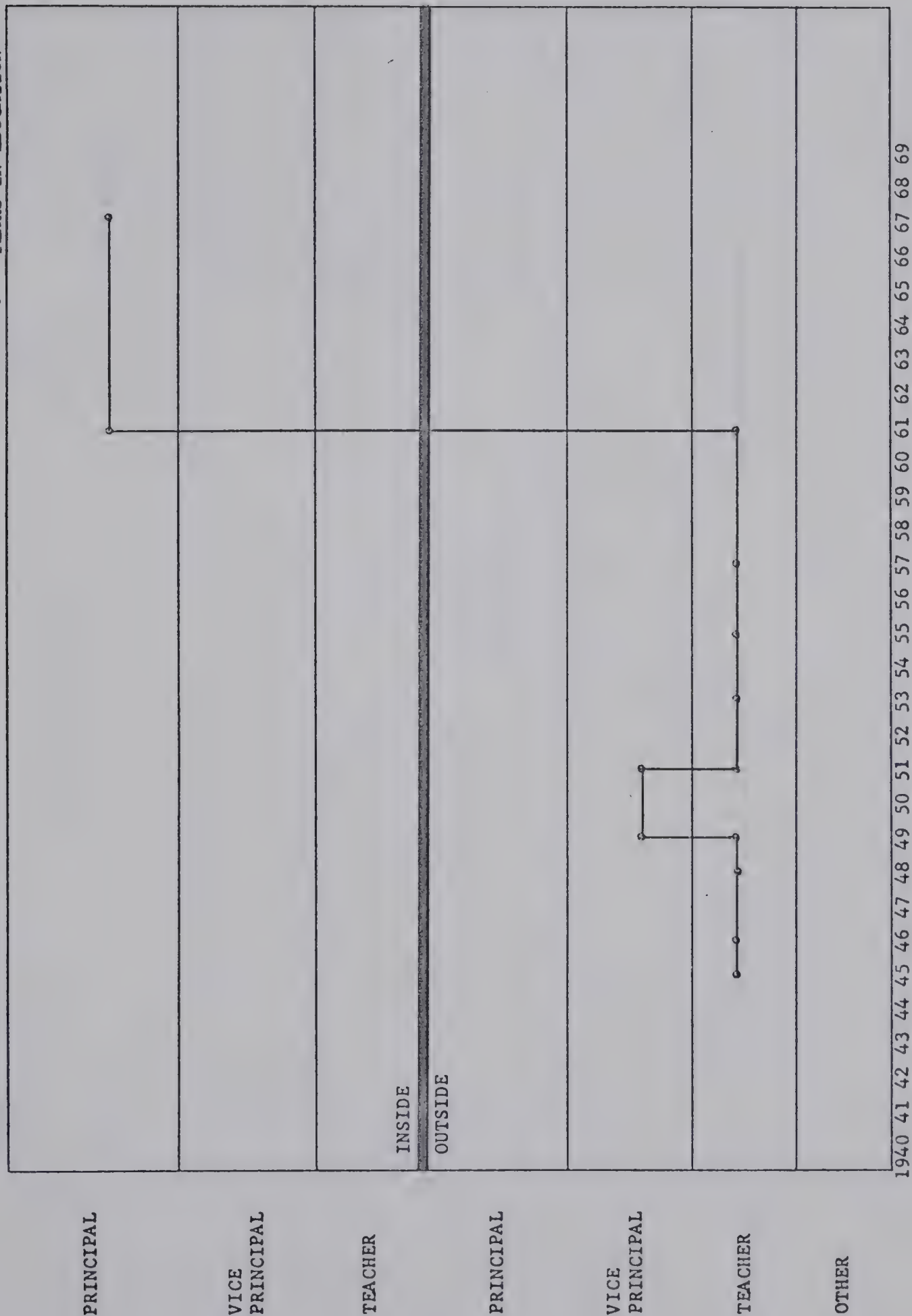


CAREER PATTERNS

DIAGRAM 9

MALE - RELIGIOUS PRINCIPALS

21-25 YEARS IN EDUCATION





CAREER PATTERNS

DIAGRAM 10  
MALE - RELIGIOUS PRINCIPALS  
26-30 YEARS IN EDUCATION

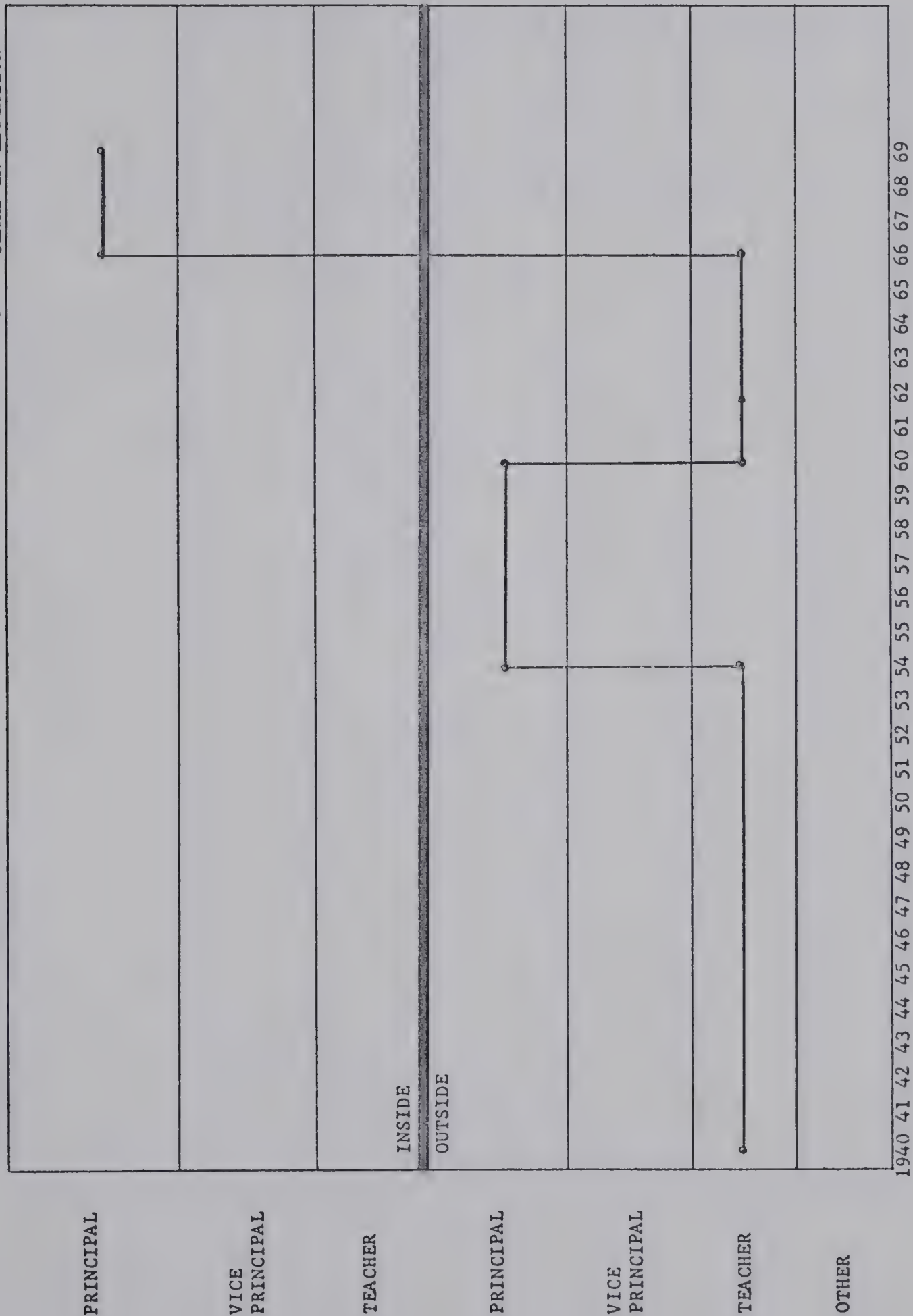




DIAGRAM 11  
FEMALE - LAY PRINCIPALS

0-5 YEARS IN EDUCATION

97

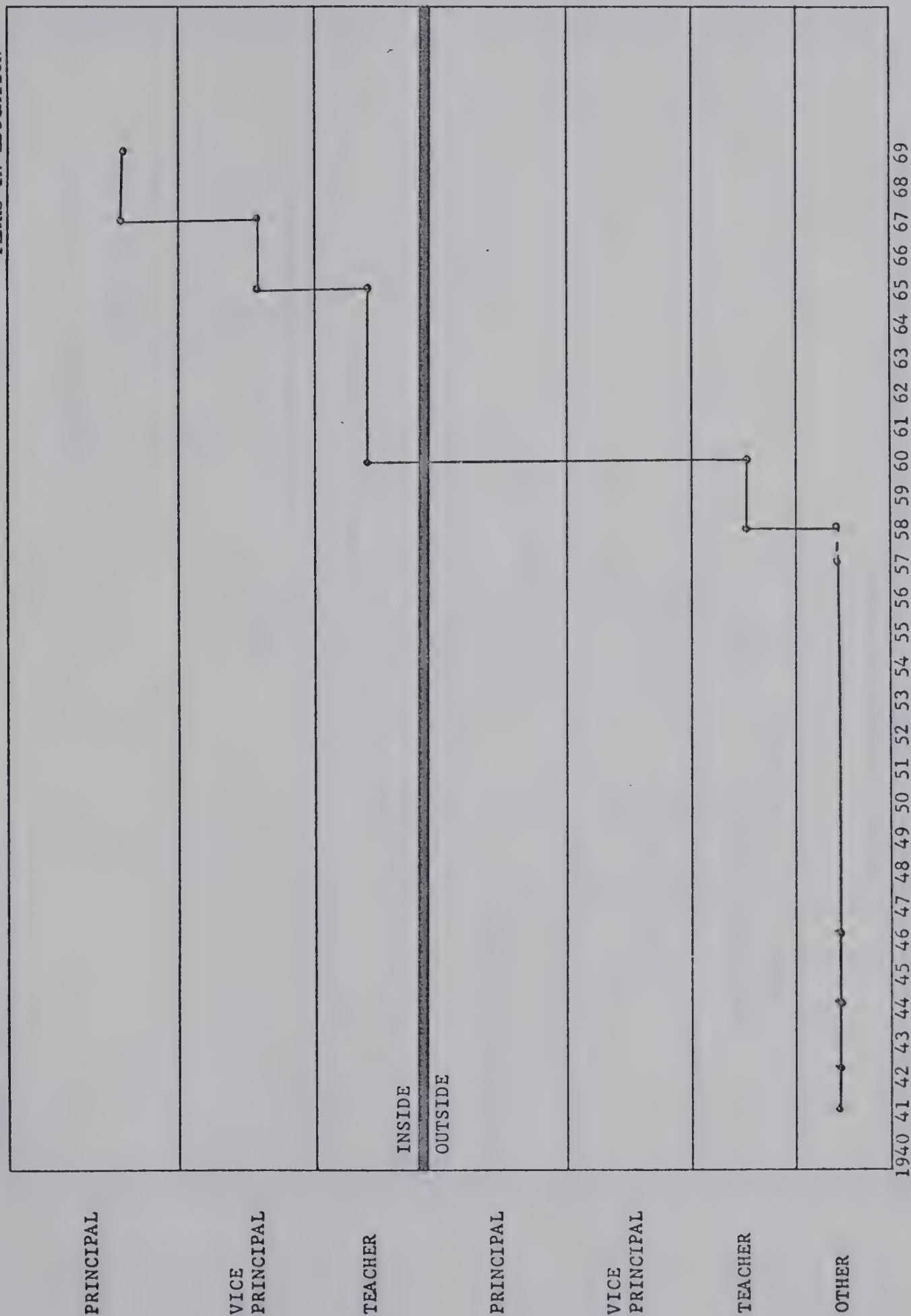




CAREER PATTERNS

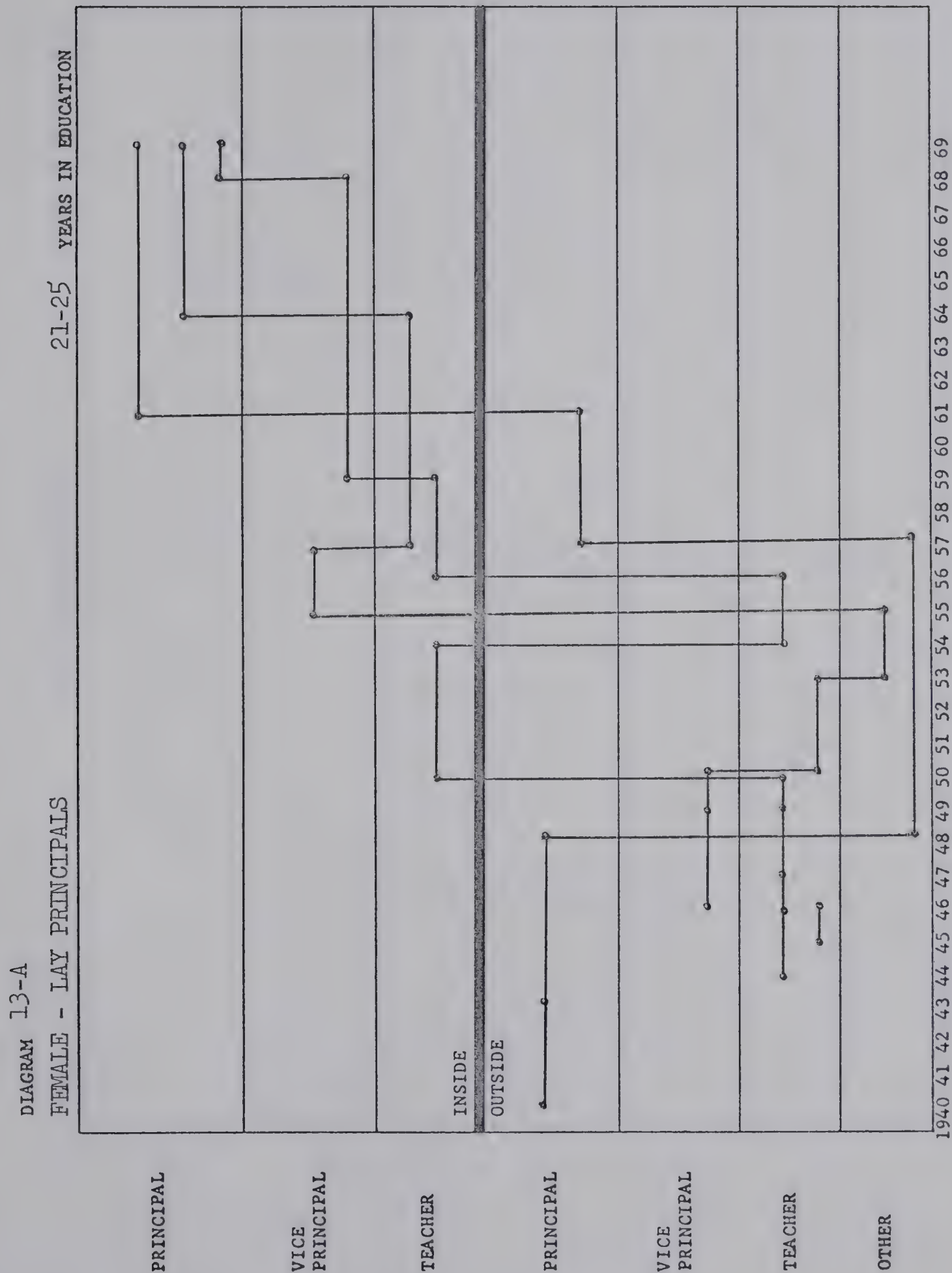
DIAGRAM 12  
FEMALE - LAY PRINCIPALS

11-15 YEARS IN EDUCATION





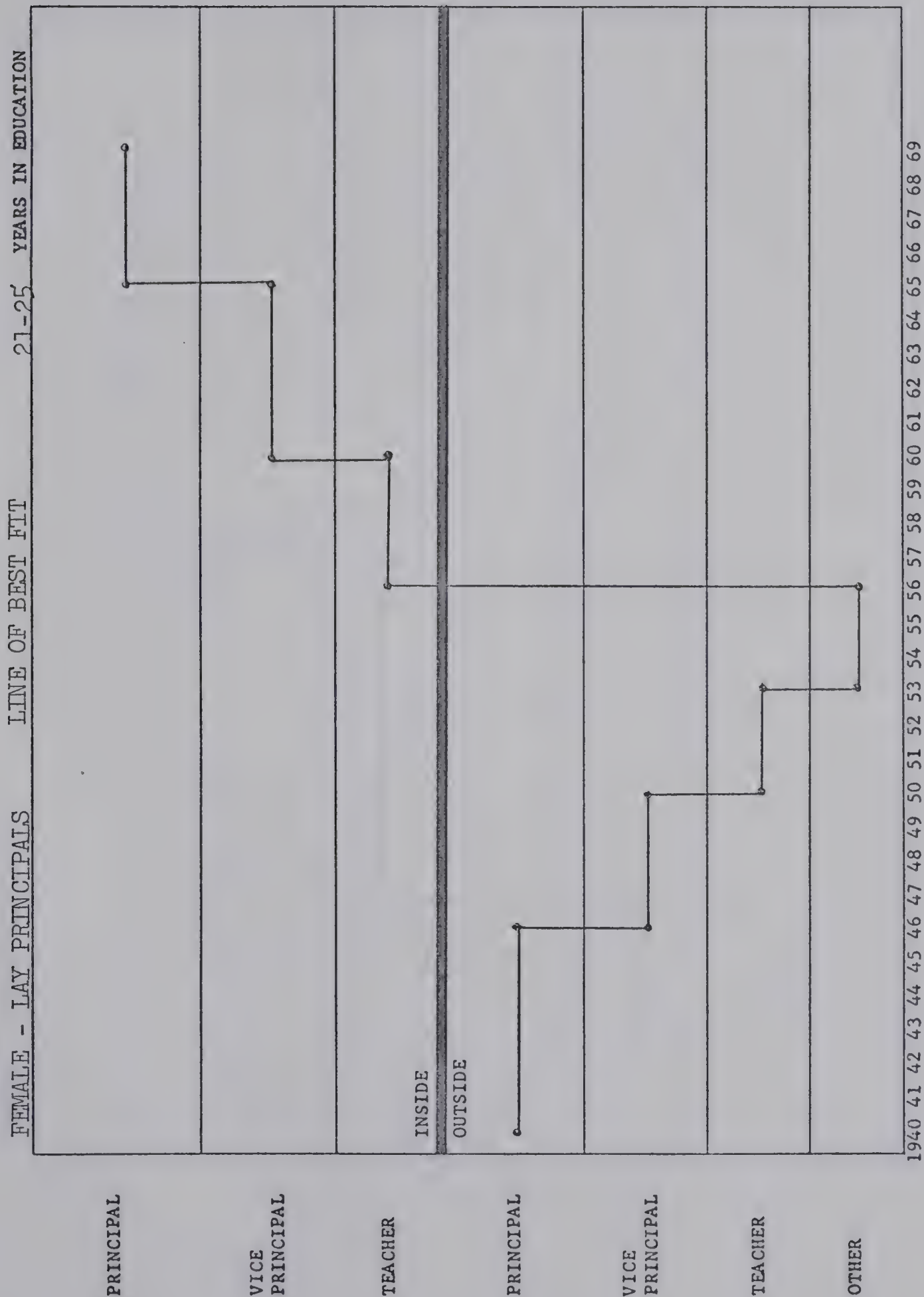
CAREER PATTERNS





CAREER PATTERNS

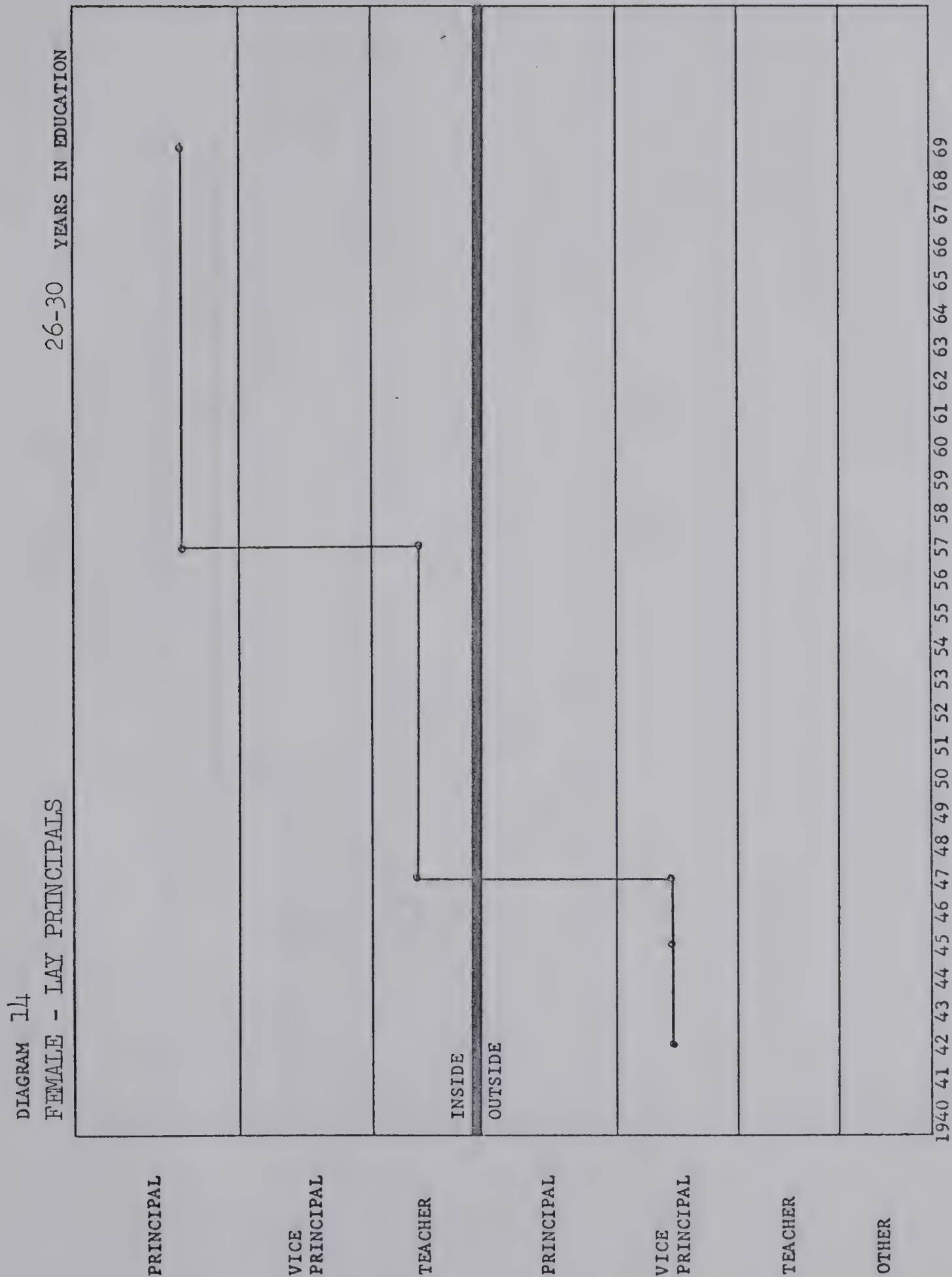
DIAGRAM 13-B







CAREER PATTERNS





CAREER PATTERNS

DIAGRAM 15-A

FEMALE - LAY PRINCIPALS

31+ YEARS IN EDUCATION

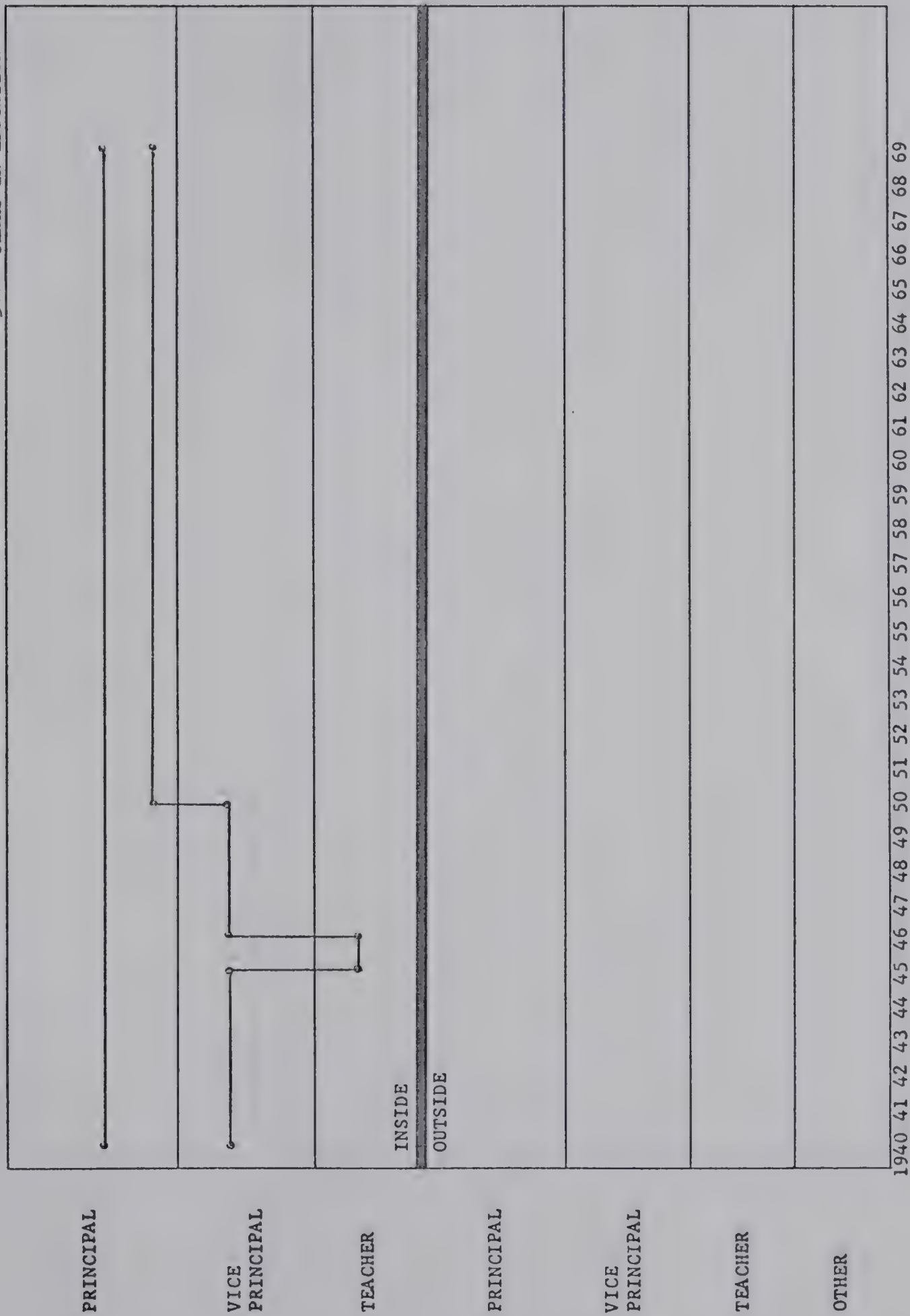


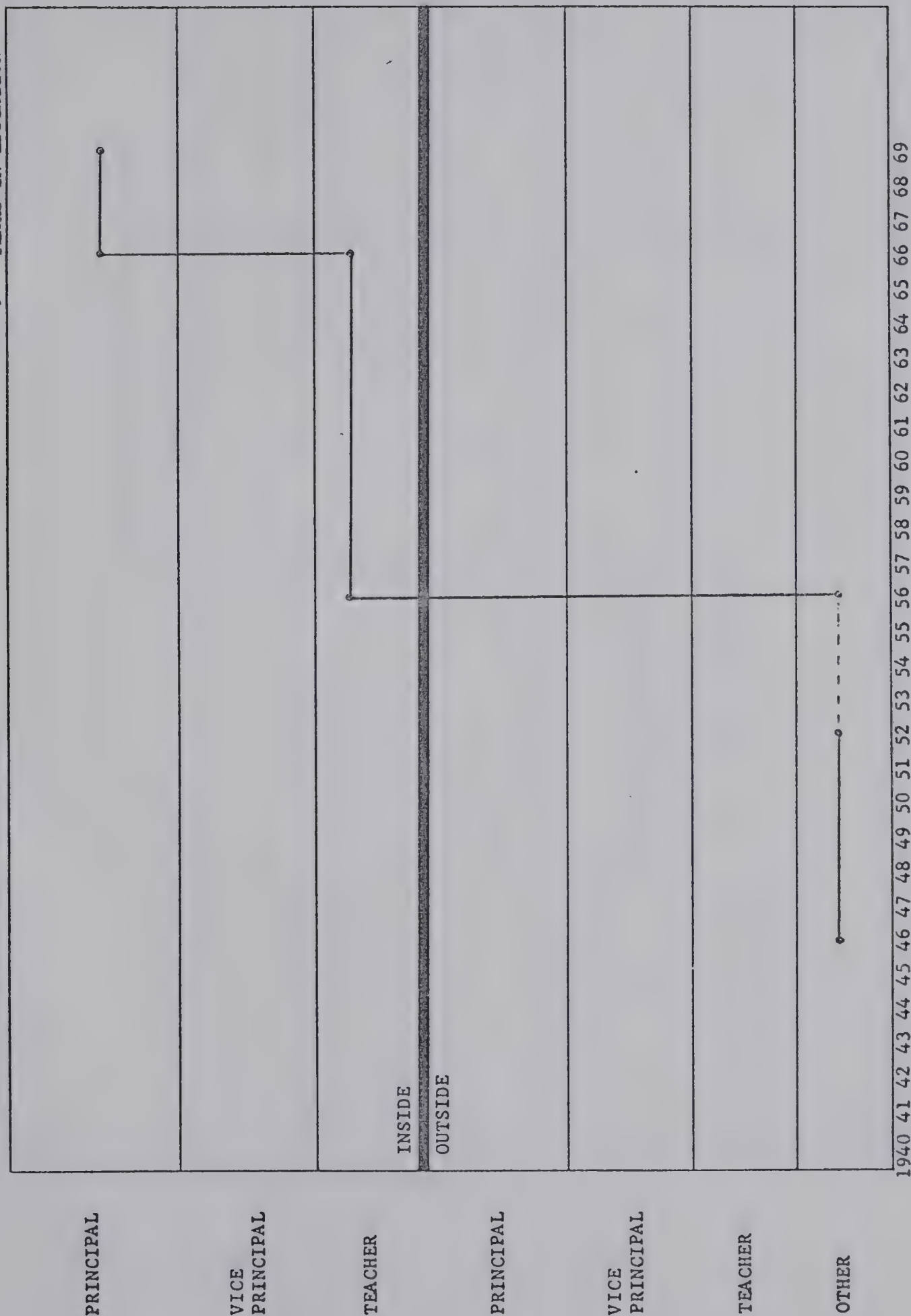


DIAGRAM 15-B		FEMALE - LAY PRINCIPALS		LINE OF BEST FIT		31+ YEARS IN EDUCATION	
PRINCIPAL							
VICE PRINCIPAL							
TEACHER							
PRINCIPAL							
VICE PRINCIPAL							
TEACHER							
OTHER							



CAREER PATTERNS

DIAGRAM 16  
FEMALE - RELIGIOUS PRINCIPALS  
11-15 YEARS IN EDUCATION





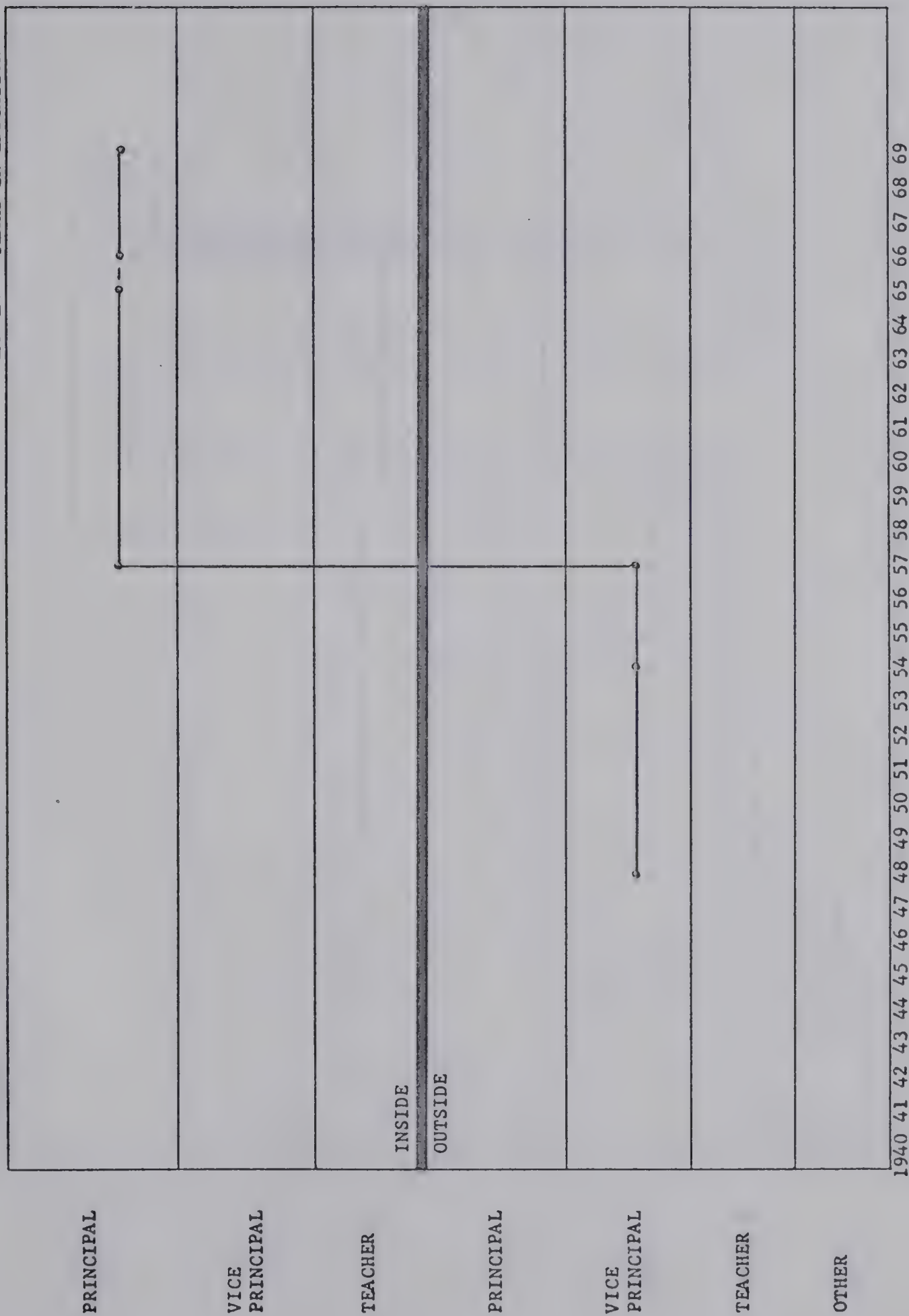


CAREER PATTERNS

DIAGRAM 17

FEMALE - RELIGIOUS PRINCIPALS

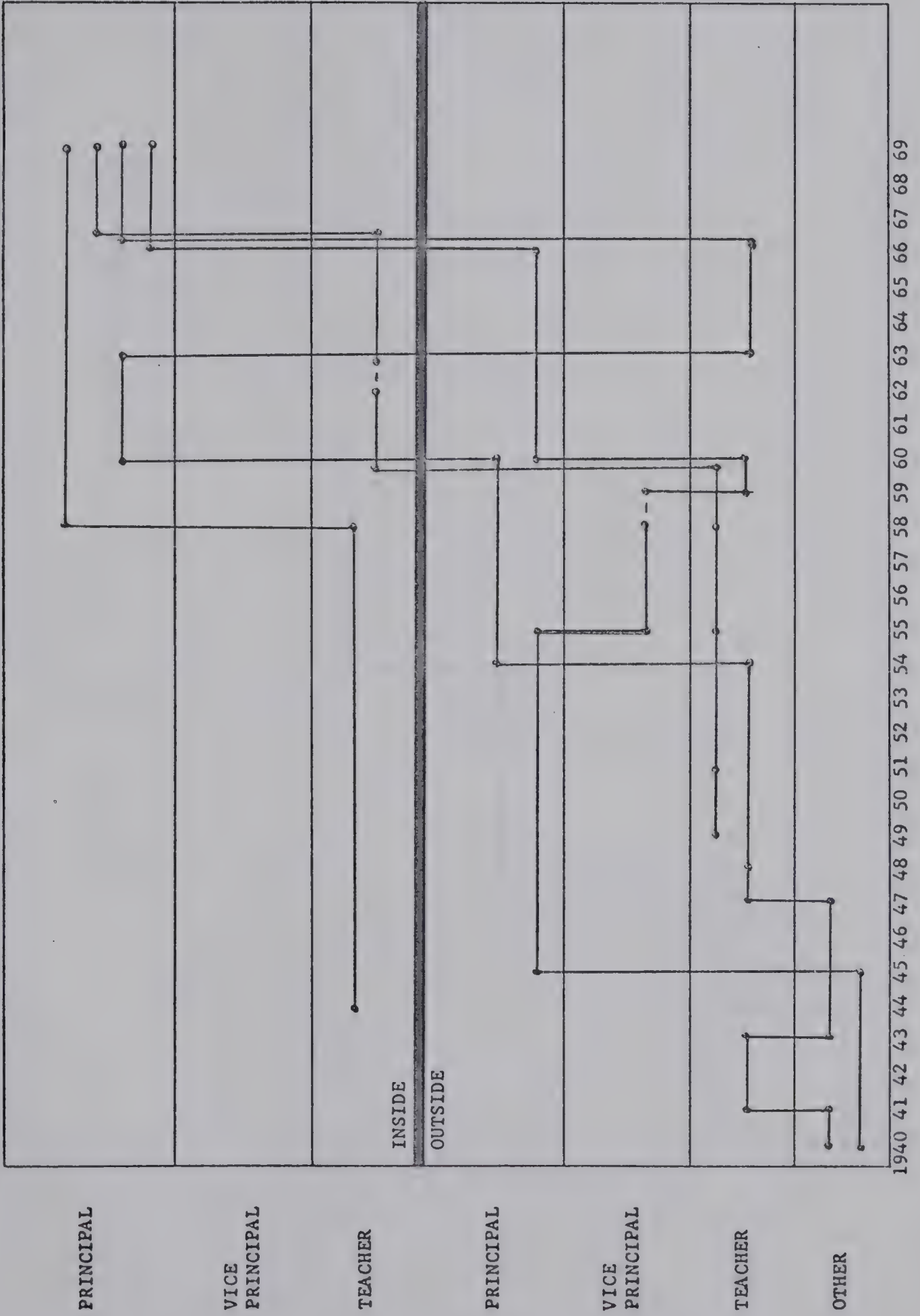
16-20 YEARS IN EDUCATION





CAREER PATTERNS

DIAGRAM 18-A  
FEMALE - LAY PRINCIPALS  
21-25 YEARS IN EDUCATION

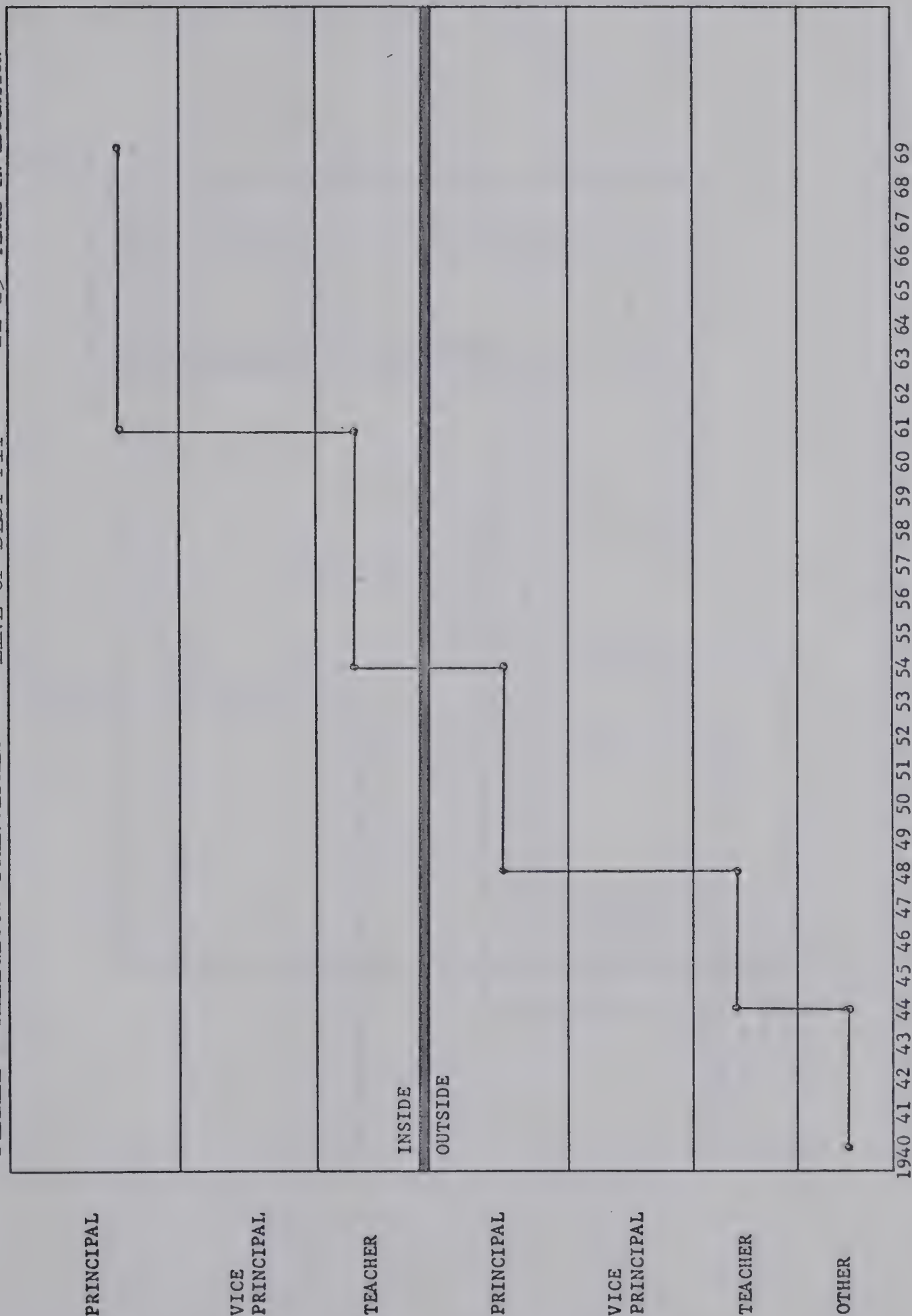




CAREER PATTERNS

DIAGRAM 18-B

FEMALE - RELIGIOUS PRINCIPALS      LINE OF BEST FIT      21-25 YEARS IN EDUCATION

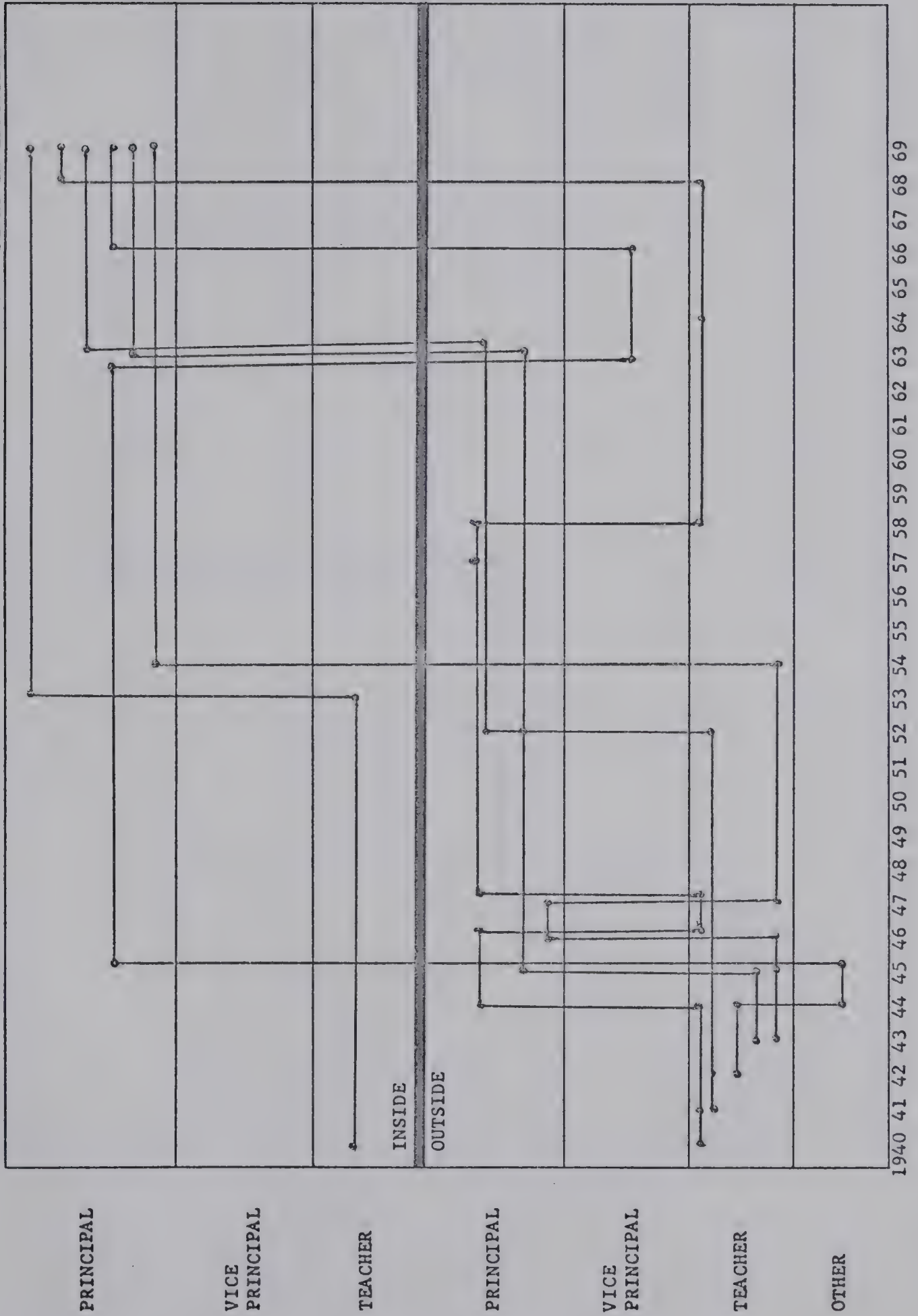






CAREER PATTERNS

DIAGRAM 19-A  
FEMALE - RELIGIOUS PRINCIPALS  
26-30 YEARS IN EDUCATION

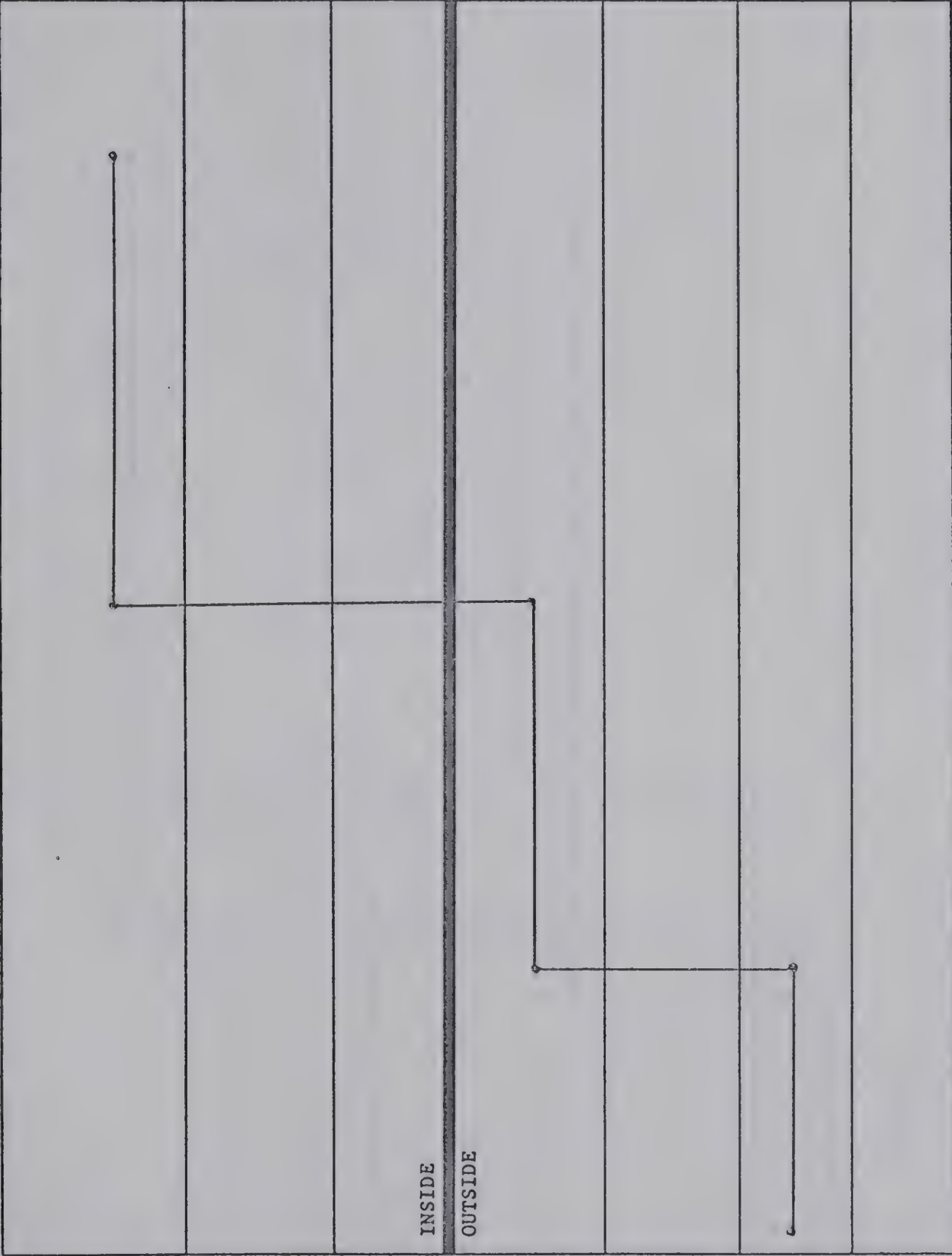




CAREER PATTERNS

DIAGRAM 19-B

FEMALE - RELIGIOUS PRINCIPALS      LINE OF BEST FIT      26-30 YEARS IN EDUCATION



1940 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69

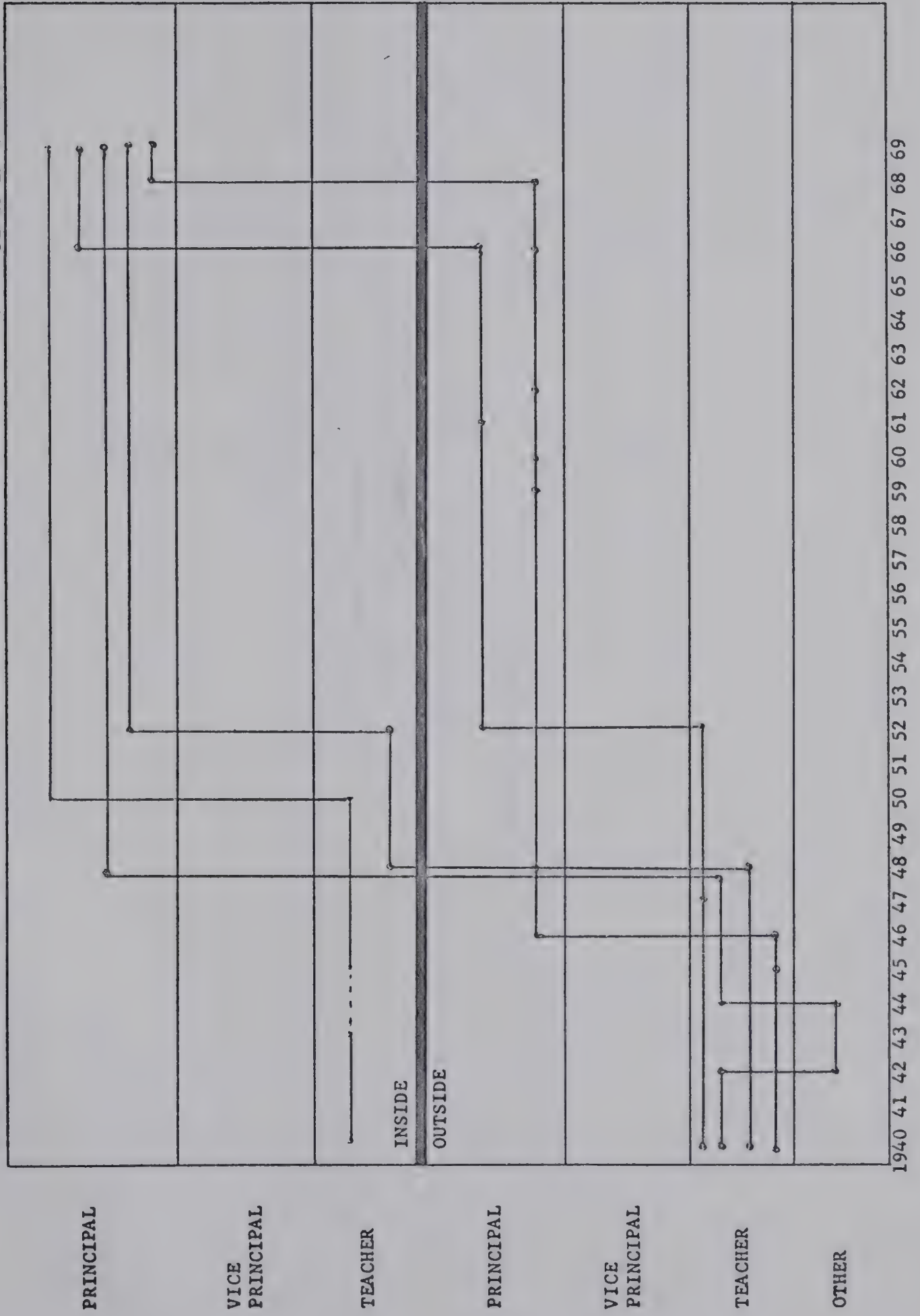


CAREER PATTERNS

DIAGRAM 20-A

FEMALE - RELIGIOUS PRINCIPALS

31+ YEARS IN EDUCATION

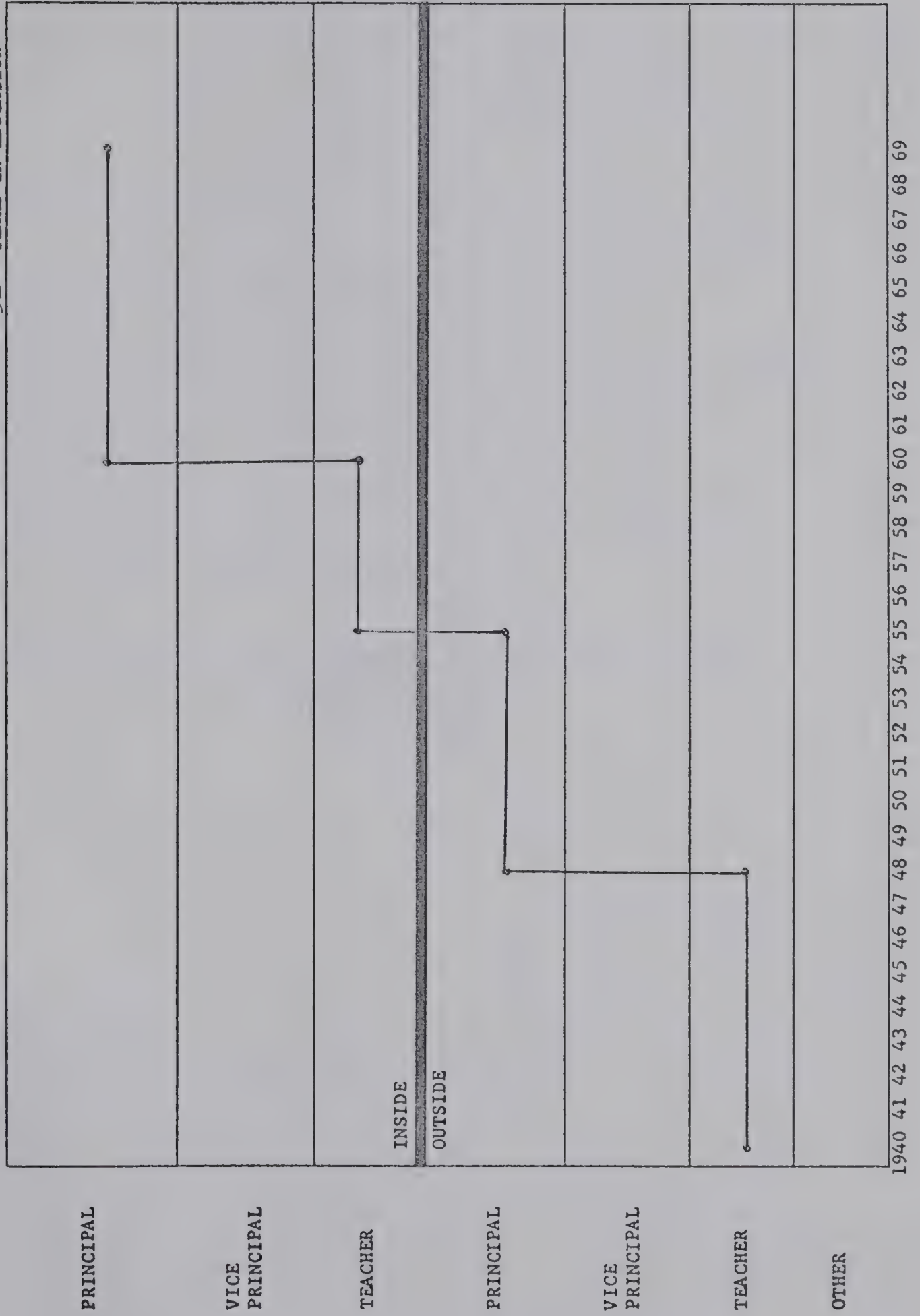




CAREER PATTERNS

DIAGRAM 20-B

FEMALE - RELIGIOUS PRINCIPALS      LINE OF BEST FIT      31+ YEARS IN EDUCATION







APPENDIX B  
QUESTIONNAIRE





Edmonton, Alberta  
December 5th, 1968

To Whom It May Concern:

I have undertaken to complete Professor F.C. Thiemann's questionnaire which he proposes to use in a Career Pattern Study of Educational Administrators in Alberta. The information which Professor Thiemann will gather through this instrument should provide him with data to arrive at certain insights on the selection and promotion of administrators in this province. Anything that adds to our understanding of the process of recruitment and selection of top executives in the field of education should prove useful to all organizations involved in preparing and employing administrators.

I would encourage you to give Professor Thiemann any assistance that you can in the completion of this study.



Department of Educational Administration

University of Alberta

Edmonton, Alberta

The questions that follow are designed to gather information for a research project on career patterns. Questionnaires are being completed by administrative personnel in a variety of settings in different parts of Canada and the United States.

We have asked you to give your name so that a follow-up study can be conducted in two years from this date. The follow-up questionnaire will be devoted to occupational changes occurring in the intervening period. All information will be held in strictest confidence and the responses will be seen only by members of this research project.

Thank you in advance for your cooperation.

Francis C. Thiemann  
Associate Professor of Educational  
Administration  
University of Alberta

Career Patterns Project  
form Ia EA





1. Your name \_\_\_\_\_
2. The name of your school \_\_\_\_\_  
and/or  
school district \_\_\_\_\_  
or  
employing agency \_\_\_\_\_
3. Sex: ( ) Male ( ) Female
4. Age: ( ) 29 and below ( ) 50 - 59  
( ) 30 - 39 ( ) 60 - 69  
( ) 40 - 49 ( ) 70 and above
5. Marital Status:  
( ) Single ( ) Separated  
( ) Married ( ) Divorced
6. Your salary in this position this year before taxes is:  
( ) \$5,999 and below ( ) \$15,000 to \$19,999  
( ) \$6,000 to \$9,999 ( ) \$20,000 to \$24,999  
( ) \$10,000 to \$14,999 ( ) \$25,000 and above
7. The number of persons who depend on you for support including your spouse. ( )
8. Indicate by checking the highest grade attained, the education of:
- |             |             |                               |
|-------------|-------------|-------------------------------|
|             | ( ) 0 - 3   | ( ) trade or technical school |
| Your father | ( ) 4 - 8   | ( ) college graduate          |
|             | ( ) 9 - 12  | ( ) graduate school           |
|             | ( ) 13 - 16 |                               |
|             | ( ) 0 - 3   | ( ) trade or technical school |
| Your mother | ( ) 4 - 8   | ( ) college graduate          |
|             | ( ) 9 - 12  | ( ) graduate school           |
|             | ( ) 13 - 16 |                               |
9. What was your father's occupation at the time you graduated from high school \_\_\_\_\_,  
during most of his life?



10. If no form of agriculture was listed in question 9, proceed to question 11. If agriculture was listed, please fill in the following:

- a. Number of acres owned \_\_\_\_\_; leased \_\_\_\_\_
- b. Number of full time workers \_\_\_\_\_
- c. Number of seasonal workers \_\_\_\_\_
- d. Major crop or stock \_\_\_\_\_
- e. Approximate annual income \_\_\_\_\_

11. What year did you finish high school? \_\_\_\_\_

12. Please list the normal schools, colleges, and universities you have attended in order.

<u>Name</u>	<u>Dates</u>	<u>Major</u>	<u>Minor</u>	<u>Degrees</u>
_____	-	_____	_____	_____
_____	-	_____	_____	_____
_____	-	_____	_____	_____
_____	-	_____	_____	_____
_____	-	_____	_____	_____
_____	-	_____	_____	_____
_____	-	_____	_____	_____
_____	-	_____	_____	_____

13. Please list in order all work experience you have held for 6 months or longer after leaving HIGH SCHOOL but before receiving your BACCALAUREATE degree

	<u>Position</u>	<u>Organization</u>	<u>Dates</u>
a.	_____	_____	-
b.	_____	_____	-
c.	_____	_____	-
d.	_____	_____	-
e.	_____	_____	-
f.	_____	_____	-



g.	_____	_____	_____
h.	_____	_____	_____
i.	_____	_____	_____
j.	_____	_____	_____

If in the above any of the positions were administrative, place an "X" before the appropriate number. In the spaces below please write the names of your PREDECESSOR and your SUCCESSOR to those administrative positions marked with the "X" in the same order as they appear above.

<u>PREDECESSOR'S Name</u>		<u>SUCCESSOR'S Name</u>	
a.	_____	a.	_____
b.	_____	b.	_____
c.	_____	c.	_____
d.	_____	d.	_____
e.	_____	e.	_____
f.	_____	f.	_____
g.	_____	g.	_____
h.	_____	h.	_____
i.	_____	i.	_____
j.	_____	j.	_____

In the blanks in front of each name of both PREDECESSOR and SUCCESSOR would you please place one of the four letters listed below which best represents the situation at the time.

- A { If your predecessor was solely responsible for your selection as his successor, or if you were solely responsible for the selection of your successor.
- B { If your predecessor was primarily responsible for your selection as his successor, or if you were primarily responsible for the selection of your successor.
- C { If your predecessor was influential in your selection as his successor, or if you were influential in selecting your successor.
- D { If your predecessor had no voice in your selection as his successor, or if you had no voice in selecting your successor.





- 4 -

14. Please list in order all the positions you have held after receiving your BACCALAUREATE degree but before receiving the MASTER degree.

	<u>Position</u>	<u>Organization</u>	<u>Dates</u>
_____ a.	_____	_____	_____ - _____
_____ b.	_____	_____	_____ - _____
_____ c.	_____	_____	_____ - _____
_____ d.	_____	_____	_____ - _____
_____ e.	_____	_____	_____ - _____
_____ f.	_____	_____	_____ - _____
_____ g.	_____	_____	_____ - _____
_____ h.	_____	_____	_____ - _____
_____ i.	_____	_____	_____ - _____
_____ j.	_____	_____	_____ - _____

If in the above any of the positions were administrative, place an "X" before the appropriate number. In the spaces below please write the names of your PREDECESSOR and your SUCCESSOR to those administrative positions marked with the "X" in the same order as they appear above.

<u>PREDECESSOR'S Name</u>		<u>SUCCESSOR'S Name</u>	
_____ a.	_____	_____ a.	_____
_____ b.	_____	_____ b.	_____
_____ c.	_____	_____ c.	_____
_____ d.	_____	_____ d.	_____
_____ e.	_____	_____ e.	_____
_____ f.	_____	_____ f.	_____
_____ g.	_____	_____ g.	_____
_____ h.	_____	_____ h.	_____
_____ i.	_____	_____ i.	_____
_____ j.	_____	_____ j.	_____





In the blanks in front of each name of both PREDECESSOR and SUCCESSOR would you please place one of the four letters listed below which best represents the situation at the time.

- A { If your predecessor was solely responsible for your selection as his successor, or if you were solely responsible for the selection of your successor.
- B { If your predecessor was primarily responsible for your selection as his successor, or if you were primarily responsible for the selection of your successor.
- C { If your predecessor was influential in your selection as his successor, or if you were influential in selecting your successor.
- D { If your predecessor had no voice in your selection as his successor, or if you had no voice in selecting your successor.

15. Please list in order all the positions you have held after receiving your MASTER degree but before receiving the DOCTORATE.

	<u>Position</u>	<u>Organization</u>	<u>Dates</u>
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____
d.	_____	_____	_____
e.	_____	_____	_____
f.	_____	_____	_____
g.	_____	_____	_____
h.	_____	_____	_____
i.	_____	_____	_____
j.	_____	_____	_____

If in the above any of the positions were administrative, place an "X" before the appropriate number. In the spaces below please write the names of your PREDECESSOR and your SUCCESSOR to those administrative positions marked with the "X" in the same order as they appear above.

	<u>PREDECESSOR'S Name</u>	<u>SUCCESSOR'S Name</u>
a.	_____	a. _____
b.	_____	b. _____



_____ c. _____	_____ c. _____
_____ d. _____	_____ d. _____
_____ e. _____	_____ e. _____
_____ f. _____	_____ f. _____
_____ g. _____	_____ g. _____
_____ h. _____	_____ h. _____
_____ i. _____	_____ i. _____
_____ j. _____	_____ j. _____

In the blanks in front of each name of both PREDECESSOR and SUCCESSOR would you please place one of the four letters listed below which best represents the situation at the time.

A { If your predecessor was solely responsible for your selection as his successor, or if you were solely responsible for the selection of your successor.

B { If your predecessor was primarily responsible for your selection as his successor, or if you were primarily responsible for the selection of your successor.

C { If your predecessor was influential in your selection as his successor, or if you were influential in selecting your successor.

D { If your predecessor had no voice in your selection as his successor, or if you had no voice in selecting your successor.

16. Please list in order all the positions you have held after receiving your DOCTORATE.

	<u>Position</u>	<u>Organization</u>	<u>Dates</u>
_____ a.	_____	_____	_____
_____ b.	_____	_____	_____
_____ c.	_____	_____	_____
_____ d.	_____	_____	_____
_____ e.	_____	_____	_____
_____ f.	_____	_____	_____
_____ g.	_____	_____	_____





h.	_____	_____	_____
i.	_____	_____	_____
j.	_____	_____	_____

If in the above any of the positions were administrative, place an "X" before the appropriate number. In the spaces below please write the names of your PREDECESSOR and your SUCCESSOR to those administrative positions marked with the "X" in the same order as they appear above.

<u>PREDECESSOR'S Name</u>		<u>SUCCESSOR'S Name</u>	
a.	_____	a.	_____
b.	_____	b.	_____
c.	_____	c.	_____
d.	_____	d.	_____
e.	_____	e.	_____
f.	_____	f.	_____
g.	_____	g.	_____
h.	_____	h.	_____
i.	_____	i.	_____
j.	_____	j.	_____

In the blanks in front of each name of both PREDECESSOR and SUCCESSOR would you please place one of the four letters listed below which best represents the situation at the time.

- A { If your predecessor was solely responsible for your selection as his successor, or if you were solely responsible for the selection of your successor.
- B { If your predecessor was primarily responsible for your selection as his successor, or if you were primarily responsible for the selection of your successor.
- C { If your predecessor was influential in your selection as his successor, or if you were influential in selecting your successor.
- D { If your predecessor had no voice in your selection as his successor, or if you had no voice in selecting your successor.









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